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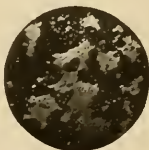
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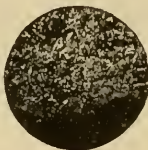
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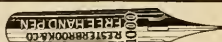
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# THE Business Educator

Volume 33

COLUMBUS, OHIO, SEPTEMBER, 1927

Number 1

## THE COVER PAGE

The beautiful cover page was drawn by J. D. Hague, engrasser with the J. V. Herring Engraving Studio, New York City. This is one of the best drawings we have seen from Mr. Hague. Mr. Hague is a comparatively young man and we may expect great things from him in the future.

## WRITE YOUR NAME CLEARLY

"Graphologist" has an important sound; so much so that the public cannot be blamed for regarding any pronouncement from such a source with respect. When the word is reduced to its simplest, handwriting expert, some of the lustre may be lost. But the "thou shalt" and the "thou shalt not" of authority in any field are worthy of examination and when a recognized graphologist rises to proclaim that no one should marry until the penmanship of the other party to the intended contract is examined, dissected and pronounced satisfactory or otherwise, it is time to look more closely into the whole handwriting argument.

At any rate, clearness, ease and force remain the cardinal virtues of all writing and of these clearness stands first in importance. Dot your i's and form your q's properly. Do this and the experts may read your character all they desire with small likelihood of finding anything to your disadvantage.

Handwriting will never be a lost art no matter how greatly mechanical means of communication develop. The name must be written many times daily by every person active in life and for general convenience should be so clearly inscribed that possibility of error is reduced to a minimum. The typewriter will never come into use so general that penmanship can be neglected in the schools, where the first impulse to good and indifferent handwriting is given. As character develops, the handwriting is said to grow and take on peculiarities which attach themselves to the individual for life. This

has been advanced so often that it is now accepted as demonstrated fact. But if the basic principle of clearness is kept steadily before each writer, if he determines that each letter he forms shall be legible to any reader, his duty to himself and to others has been performed, experts or no experts.

The above recently appeared as an editorial in the Pittsburgh Post. We present it because it gives the views of the editor of one of the large daily newspapers on some phases of handwriting, and because it shows, in our judgment, some very good sense.

There is a tendency on the part of some persons to think that the typewriter and other machines will soon make handwriting unnecessary, and that it is, therefore, a subject that is unimportant and should be given little or no attention in our schools. With that thought the Post Editor does not agree. Neither do we. But even if it were possible to have a typewriter and an adding machine within reach at all times, where is the parent who would not desire his child to at least learn to write his own name and the names of others? And in learning to write names the pupil necessarily learns handwriting.

As a rule we learn to figure with a pencil before we use an adding machine, and to write with pencil and pen before making use of a typewriter. The machines relieve the drudgery when much work is to be done, but even if we could carry one of each with us in our pocket, not one of us would be willing to try to get along without learning how to use pen and pencil.

If the time ever comes when we can flash our thoughts on paper or some other material without physical effort required to write with a pen or with a typewriter, then it may be time to think of discontinuing the study and practice of penmanship. Until that time comes, it is our duty to endeavor to improve our handwriting and the teaching of it along the lines of modern demand, so that it can be most easily learned, written and read. And to accomplish these results teachers still have before them a task that requires their greatest efforts.

Regarding Graphologists, we believe that some of them are making themselves ridiculous by claiming to be able to tell too much from handwriting. That one reveals himself to some extent in his handwriting, or in almost everything else he does, is undoubtedly true; but to claim that handwriting reveals almost everything regarding the writer is far from being the truth. On this subject we may have more to say at another time.

We trust that more newspaper editors will express themselves on handwriting subjects, for much is appearing in their papers today prepared by Graphologists that undoubtedly has a tendency to do the cause of good, serviceable handwriting no credit.



MRS ELIZA AINSLIE ZANER

It is with deep regret that we record the death on August 9, 1927, of Mrs. Eliza Ainslie Zaner, 71 South Ohio Ave., widow of the late C. P. Zaner, who was one of the founders and former editors of The Business Educator.

The cause of her death was pneumonia, but injuries sustained in an automobile accident nine years ago and grief over the loss of her husband and sister, who were killed in that accident, were contributory factors.

Born in Liverpool, England, Mrs. Zaner came to Columbus when she was a child. She was a devoted wife and a great help and inspiration to Mr. Zaner.

Just before her last severe illness Mrs. Zaner expressed a desire that her pains and burdens might be ended so that she might be privileged to catch the broken thread again and join the spirit of her departed husband. Her prayer was answered and Mrs. Zaner's remains were laid beside those of her beloved husband in Green Lawn Cemetery, Columbus, Ohio.

## THE BUSINESS EDUCATOR

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The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



# Showy Business Writing in Ten Acts and Fifty Scenes

Written, Produced and Directed by C. SPENCER CHAMBERS, LL. B., Supervisor of Penmanship,  
Syracuse, New York, Public Schools.

ACT VI

## SCENE I

- No. 1. By mastering the o joinings in this scene, the v and w combinations may be eliminated. Hook the o over at the top as if making a c closing with a short right curve. By doing so a pear-shaped letter will be avoided. The alternating turn and point make a beautiful combination exercise. Do not offend the eye by pointing o's or looping i's. Count 1-2-3-1-2-3-1 to complete the group.
  - No. 2. Bear in mind that the s is a trifle higher than the o. After all vowels the s is closed at the bottom except when preceded by an o. Count 1-2-3-4 for each o s combination.
  - No. 3. Count four for each combination. If your pen-scope is not long enough to pass over the six letters, reduce the number to four in a group. The hand should not be lifted before completing a group.
  - No. 4. There is as much rotundity in the top of the first turn of the n as there is in the second turn when the n is preceded by the o. Angularity at the top must be eliminated to bring about a perfect exercise. Count four for each combination.
  - No. 5. The connecting stroke is horizontal until the crossing point is reached in making the loop. Have the slant of both letters the same. Count 1-2-3.
  - No. 6. Close the p on the line, joining it to the o with a compound curve. Count four for the combination.
- The sentence for practice containing all the combinations in this scene is: Philosophers point out monstrosities.

1 oioioi oioioi oioioi oioioi oioioi  
2 ososos ososos ososos ososos ososo  
3 ououou ououou ououou ououou  
4 ononon ononon ononon onon  
5 ololol ololol ololol ololol ololol  
6 opopop opopop opopop opopop

## SCENE II

- No. 1. As all connecting strokes are the same length in the o group you can easily judge your ability to space. Count four for the combination. In making the o r combination keep the point of r higher than the top of the o.
- No. 2. As w is a double width letter write five letters to a group. Keep all terminal strokes horizontal. Count 1-2-3-4-5-1-2-3-4-5-1-2-3 for a complete group.
- No. 3. Notice the letter o and the a part of the d are at different slants. Keep loops out of d. Count four for each combination.
- No. 4. If you made No. 5 in the preceding scene well this o b combination will be easily written. Watch spacing and slant in this exercise. Count 1-2-3-4-1-2-3-4-1-2-3.
- No. 5. The most difficult letter combination involving the o is the o f. Cross the loop as high as the i and close lower loop on the line. Count four for the first two combinations and five for the last one in each group.
- Review the combinations by writing: Moreover, women object to offering odds.

1 ovovov ovovov ororor ororor  
2 owowa owowa owowa owo  
3 odod odod odod odod odod  
4 obobo obobo obobo obobobo  
5 ofofof ofofof ofofof ofofof of





### SCENE III

- No. 1. After making a line of these groups, hide the lower loops with a blotter and see if you have five good l's to a group.
- No. 2. The longest compound curve in writing is from the bottom of a lower loop to the top of an upper loop. Therefore, practice the g h combination until you can make several lines without making points on the loops. Count four for each combination.
- No. 3. Make the turn part of the h as high as the crossing of the loop, keeping down strokes in all the letters uniform in slant.
- No. 4. After writing a line invert your paper so as to readily detect defects, as the h is the y inverted.  
Review all combinations in this scene by writing: The flight of the hypocrite was a glaring fraud.

### SCENE IV

1 flflflf flflflf flflflf flflflf  
 2 glglgl glglgl glglgl glglgl  
 3 ghghg ghghg ghghg ghgh  
 4 hyhyh hyhyh hyhyh hy

- No. 1. After the last scene this one should prove a pleasure. All the vowels have been repeated in the previous scenes so often your attention can now be given chiefly to the b. Care should be taken to curve the upstroke slightly. An excess of curvature causes too much width in the loop. Count 1-2-3-4-1-2-3-4-1-2-3 for a group.
- No. 2. Place the top of o exactly half way between the loops. Count 1-2-3-4-1-2-3-4-1-2-3.
- No. 3. After making a group of this exercise draw a straight line from the dot of the i to the point of the i. If this produces a body of a perfect t the dotting is correctly done. Only those poor in spelling dot a loop, so strive for sharpness in i's. Count 1-2-3 three times, dot, dot, dot.
- No. 4. This is probably the most common combination in this scene. Count four for each combination and three for the extra b.
- No. 5. Practice until you can make all loops the same width.  
The sentence for practice in this scene is: The barber imbibed bubbles from a bottle.

1 babab babab babab bebeb  
 2 bobob bobob bobob bobobob  
 3 bibibi bibibi bibibi bibibib  
 4 bubub bubub bubub bubub  
 5 blbl blbl blbl blbl blbl

### SCENE V

- No. 1. If the initial stroke in the p is straightened the letter will have an ungraceful appearance, therefore, start the first group with a direct oval for ten counts and give three counts to each letter except the last, which has an extra count for the finish.

1 Opppp Opppp Opppp Opppp  
 2 pppp pppp pppp pppp  
 3 pipip pipip pipip pipip p  
 4 pupup pupup pupup pupup  
 5 pepep pepep pepep pepep pep  
 6 popop popop plplp plplp pl



No. 2. Close each letter on the third count. No loops at the top. Count three for each letter.

No. 3. The dot of the i is as high as the top of the p. A fine combination on which to practice spacing. Count three for the p and two for the i.

No. 4. The p is the odd letter in length of the alphabet. Therefore, give it much attention. Count three for the p and two for the u.

No. 5. See that the loops of the e's are left open. Count the same as No. 3 above.

No. 6. The second part of the p is as high as the o. Count three for the p and two for the o.

Review combinations by writing: The pup peeped at the popper and pippin.

(CURTAIN)

## Lessons in Business Penmanship

Send 15 cents in postage with specimens of your best work for criticism. This course will be conducted from the office of The Business Educator.

The copies for this course were written by E. A. Lupfer.

### LESSON 128

*A. B. Cairns B. C. Doan C. D. Ellvow  
D. E. Kindly E. F. Graff F. G. Hupp*

Now we have reached signature writing. This is the kind of work that most pupils would rather practice at the beginning than the simpler forms; but unless they have mastered the simpler work previously presented, it

would not be worth while to attempt to master signatures. Follow the signature through with a dry pen while getting the mental picture. The middle letter is so named on account of the position it occupies in the signature.

### LESSON 129

*G. H. James H. I. Jones I. J. Kinje  
J. K. Lamb K. L. Marcy L. M. Nurk*

The spaces between the capitals should appear the same in width. A firm, strong, continuous movement is necessary to join the three capitals, but after control and confidence are secured it is not much more difficult to join them than it is to make them separately.

Good writing is the result of a combination of clear thinking and careful practice. Are you thinking clearly? Are you practicing carefully? Join the capitals with the same ease and freedom that you use in making them separately.

### LESSON 130

*M. N. Omer N. O. Rixley O. P. Quail  
P. Q. Rinert Q. R. Smith R. S. Towne*

Accurate writing is too slow for business purposes. Free, forceful arm-movement writing is attractive on account of its speed and graceful lines. The production of good writing on paper is a matter of getting a clear men-

tal picture of the copy, followed by the proper practice of the copy. Try joining the first two, then the last two, and finally all three. Try to make the signatures look businesslike in strength and boldness.

### LESSON 131

*S. T. Ulmer T. U. Vigue U. V. Wood  
V. W. Xines W. X. Young X. Y. Zane*

If you find it difficult to join the capitals as here given, practice them for a time by uniting three of the same letter. Start with three A's, and go through the alphabet.

This will help you to acquire the free-swinging movement necessary to produce strong signatures.



LESSON 132

*L.R. Tucker S.M. Gains J.S. Ward  
C.O. Willis R.H. Lane E.K. Lomes*

Depend on the arm-movement swing to carry you through the signatures. Some teachers advocate a slight action of the fingers in making some of the loop letters but this is not absolutely necessary, neither is it objectionable.

Review exercises occasionally. Keep the capitals com-

pact to avoid a sprawling, scribbled appearance. Make them businesslike rather than fancy.

Spacing between letters should be uniform, and the capitals should be the same in height. Be careful about punctuation marks; they count for so much in business life.

LESSON 133

*N.S. Nation C.D. Kintner W.J. Thorne  
G.E. Wise M.A. Soorb B.R. Peer*

Be careful about the use of pens, ink and paper. A workman is known by the condition of his tools. Care in one thing presupposes care in other things. He who

would write well must practice systematically, carefully, perseveringly and optimistically.

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LESSON 134

*E.W. Swanson F.O. Lund T.B. Gains  
J.O. King O.M. Powell V.N. Unrest*

If you have mastered the signatures in this book, you have laid the foundation for a good signature of your own. A good signature should be perfectly legible; it should be neat; and it should be attractive on account of the

ease and force with which it was written. The mastering of a good signature is worth while because it is written so many times during one's life and, like the face, it becomes an important matter in transactions. This is due

LESSON 135

*A.P. Zulmer J.P. Manz E.D. Janer  
L.W. Hun A.T. Martin D.G. Hood*

to the individuality shown in handwriting, and more of it is shown in a signature than in almost anything else. Evolve a signature of your own, combining legibility and utility. The stranger must depend upon the legibility of the signature and since there is no rule for the spelling

of proper names, each letter should be unmistakably plain. The banker depends upon the individuality of the signature. Your signature should, therefore, be personal and characteristic.

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APPLIED BUSINESS WRITING

The following pages of applied work present numerous commercial papers, including envelope superscriptions, salutations, complimentary close, receipt, check, commercial abbreviations, promissory note, draft, trade acceptance, indorsements, journal and ledger pages, cash receipts, cash payments, balance sheet and a business letter. Students will find this material just what they need for advanced penmanship practice. Master the work on each page as thoroughly as you mastered that on each preceding page.

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If used wisely I am one of the most precious gifts to mankind.

If used unwisely I am one of its greatest curses.

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|               |                      |
|---------------|----------------------|
| Dear Sir      | Yours very truly     |
| Gentlemen     | Very truly yours     |
| Dear Mr. Wood | Very sincerely yours |
| My dear Young | Truly yours          |
|               | Yours truly          |

82

ENVELOPE SUPERScription AND COMPLIMENTARY CLOSE

Messrs. Gaines & Longwell,  
Hammond,  
Courtesy of Mr. Ream. Ind.

|                         |                        |
|-------------------------|------------------------|
| Sincerely yours         | Cordially yours        |
| Respectfully yours      | Yours faithfully       |
| Very respectfully yours | Faithfully yours       |
| Yours respectfully      | Yours for good writing |

RECEIPT

\$1000.<sup>00</sup>

Kenwood, Ga., Sept. 14, 19—

Received of James S. Hammond

One Thousand ————— Dollars,  
partial payment of a note for Three  
Thousand Six Hundred ——— Dollars,  
said note bearing date of November  
27, 19—. The amount paid today was  
credited on the back of said note in  
the presence of said Hammond.

Ivan O. Billman.

84

CHECK AND BUSINESS ABBREVIATIONS

\$275.<sup>82</sup>

Minneapolis, Minn., Sept. 5, 19—

National Bank of Commerce

Pay to the order of Frank S. Underwood  
Two hundred seventy-five <sup>82</sup>/<sub>100</sub> ——— Dollars.

No. 67

Geo. B. Thompson

Cash Mase. Exp. Diss. Int. Bal. Inv. Dr. Cr. O.K.  
C.O.D. Amt. Ins. Recd. a/c % of % @ \$ & Co.  
Jan. Feb. Mar. Apr. May June July Aug. Sept. Oct. Nov. Dec.

85

Miss Katherine Kapp, Supervisor of Penmanship in the Muskegon, Michigan, public schools, held a very interesting and attractive penmanship exhibit in the Hackley Art Gallery.

Much of the work was done on colored paper and embellished with cut-outs. This part of the work was done in cooperation with the art teachers.

Surely every Supervisor of Writing can profitably hold penmanship exhibits of this nature. It helps to arouse interest on this subject among the students, parents and other teachers.

Mrs. L. S. Dismuke, Supervisor of writing and drawing in both the Central and North Moultrie Grammar Schools, Moultrie, Ga., is securing excellent results in both subjects.

A newspaper clipping has been received describing an exhibit recently held by Mrs. Dismuke. The exhibit contained work from the pupils in both penmanship and drawing and created considerable interest and many favorable comments from the public.

We had the pleasure of meeting Mrs. Dismuke in the 1926 Zanerian Summer School. She is a very talented, enthusiastic teacher.

Mr. William F. Frischkorn of Cleveland, Ohio, is a new commercial teacher in the McCann School of Business, Reading, Pa.

Miss Frances L. Helgesen, for several years a shorthand teacher in the Steward School, Washington, D. C., has recently accepted a similar position with Bryant-Stratton College,





# Students' Page



## The American Creed

I believe in the United States of America, as a government of the people, by the people, and for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity; for which American patriots sacrifice their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to respect its flag; to obey its laws and to defend it against all its enemies.

Margaret Varga

This excellent business writing was written by Margaret Varga, a student in the Jr. High School of Trenton, N. J. Miss Alice Benbow is the supervisor of writing. This writing is good in movement, in form and reading quality.

Miss Leona Schimel, for the last few years a commercial teacher in the Sheboygan, Wisconsin, High School, has recently been elected to teach in the High School at North Tonawanda, N. Y., for the coming year.

Mr. Milton B. Styer, last year commercial teacher in the Meriden, Conn., High School, is a new teacher in the High School at North Conn.

Miss Aletha Parks, recently with the Washington Senior High School, Cedar Rapids, Iowa, will teach commercial work the coming year in the Port Jervis, N. Y., High School.

Mr. Stanley Boomer, for several years with the High School at Detroit, Minn., is a new commercial teacher in the High School at N. J., High School.

Mr. Earl Sharpe of New York City has recently been appointed Assistant Professor of Business Administration in Drexel Institute, Philadelphia.

Mrs. Eva Larson Connelly is a new shorthand teacher in the Mankato Commercial College, Mankato, Minn.

When in the course of  
common school events it becomes  
necessary to improve writing,  
it is well to consider the  
important elements that enter  
into the art.

The above specimen was written by Dolores Depree, a student in the Latrobe, Pa., High School. This girl won second place in penmanship in the Westmoreland County Commercial Contest. The penmanship teacher of this school is Miss Laura Shallenberger

PRIZE WINNING SPECIMENS IN THE NATIONAL ASSOCIATION OF PENMANSHIP  
Supervisor's Contest—Philadelphia—April 27th, 28th, 29th, 1927

Contest No. 1—SIXTH GRADE GIRLS—Specimen written by Ruth Wilhelm, St. Paul, Minnesota. First Prize.

Four score and seven years ago  
our fathers brought forth on  
this continent a new nation,  
conceived in liberty, and dedicated

Contest No. 1—SIXTH GRADE BOYS—Specimen written by Wong Sim, Walla Walla, Washington. First Prize.

Four score and seven  
years ago, our fathers brought  
forth upon this continent a new  
nation conceived in liberty and  
dedicated to the proposition

(To be continued)

Miss Christine Evans, a recent graduate of Bay Path Institute, Springfield, Mass., is a new teacher in the Brooklyn, N. Y., Secretarial School.

An attractive well printed catalog has been received from Draughon's Business and Commercial Teachers Institute of Atlanta, Georgia. The catalog is beautifully illustrated with photographs. Mr. H. R. Todd is President and Clark E. Harrison is Vice-President of this wide-awake institution.

Mrs. E. J. McClellan has recently been elected to teach in the Department of Secretarial Science of Syracuse University.



## Supplementary Business Writing

By C. C. LISTER, Maxwell Training School for Teachers, New York City

*"In a world in which so many men wear the same clothes, live in the same house, eat the same dinner, and say the same things, blessed are the individuals who are not lost in the mob, have their own minds, and live their own lives!"*

*"You will find it less easy to uproot faults than to choke them by gaining virtues. Do not think of your faults. In every person who comes near you look for what is good and strong; honor that, rejoice in it, and as you can, try to imitate it; and your faults will drop off like dead leaves in the autumn."*

### NEWS NOTES

Mr. H. Chandler Hunt, recently with the Rochester, N. H., High School, will teach commercial work the coming year in the High School at Wallingford, Conn.

Miss Katherine M. Mason, a member of the 1927 graduating class of the Plattsburg, N. Y., State Normal School, has accepted a position to teach in the Iliion, N. Y., High School.

Miss Marea Todd of Cobleskill, N. Y., will be a new commercial teacher in the Manhasset, Long Island, High School, the coming year.

Mr. Jeffrey J. Bowe of Worcester, Mass., is a new commercial teacher in the Merrill Business College, Stamford, Conn.

Miss Pauline M. Hartshorn, last year with Kent's Hill, Maine, Seminary, is to be a new teacher of type-writing in the Briscoe School, Beverly, Mass.

The many friends and acquaintances of H. A. Renenu, 2292 Myrtle Ave., Long Beach, Calif., will be pleased to learn that his daughter, Miss Zanera, named after the founder of the Zanerian College, and a recent graduate of the Polytechnic High School, won in a scholarship contest conducted by the Otis Art Institute of Los Angeles. Her drawings and other art work which she submitted entitle her to attend the Otis Art Institute during the year 1927-1928. The contest was open to all of the high schools of California, so that the award means that the young lady has unusual ability in that line of work.

Another of Mr. Renenu's daughters graduated from the Bible Institute of Los Angeles.

Mr. Renenu, outside of his regular work, engrossed more than six hundred diplomas and forty-one athletic certificates which add considerably to his income. The fact that such work can be done in connection with other work means that persons who are qualified in engrossing can often greatly increase their earnings during the year.

Now, Mr. Renenu, has a little boy, Leland David by name, who three months ago came to rule over the Renenu household. Mr. Renenu's blessings are many and we offer our congratulations.

Miss Ruth Stacey, last year commercial teacher in the High School at Falmouth, Mass., is to be with the Commercial High School, Providence, R. I., the coming year.

Mr. S. Blake Dean is a recent addition to the commercial department of the School of Commercial Sciences, Woonsocket, R. I.

Mr. A. E. Caskey, last year with the Troy, N. Y., Business College, will return to his former position as commercial teacher in the Wood School, 5th Avenue and 125th Street, New York City.

Miss Mary Belig is a new commercial teacher in the Bloomsburg, Pa., High School.

Mr. Clarence Bolze, for the last few years commercial teacher in the Eureka, Kansas, High School, will teach the coming year in the High School at Kansas City, Kansas.



## MENTAL MEANDERINGS

By CARL MARSHALL, Route 1, Box 32, Tujunga, Calif.

The disposition to be in rebellion against all forms of law is extending itself to language. Certain university professors who yearn to be considered "advanced," and a few "litterary" (note the

Language Lawlessness two t's) magazines, agitated by the same sacred ambition, have been recently voicing their general independence of, and contumely for the rules of grammar. They announce with confidence that it is perfectly all right and commendable for us to say "It is me," "He don't," "I ain't," and so on. These "liberated" ones demand to be told WHY "He doesn't" is any better than "He don't" or why they should not flout the dictum of the grammatical oppressor who insists that nominative pronouns should be used in the attribute. Doubtless, it would be hard to make them understand, just as it would be hard to make Bill Bunker of Podunk see why he should not eat pie with his knife or wipe his nose on his napkin. Civilized man has adopted a goodly number of regulations, social or linguistic, for



which there is no "why" sufficient or convincing to the understanding of those lofty souls who take joy in scoffing at conventions. By all means let them go on saying "It's me," "He ain't," and so on, if it adds to their happiness. They may also say, "Haddn't ort," "He's done et is grub," "I seen 'im when he done it," and similar barbarisms, ad libitum, if the practice gives delight to their liberty-loving souls. The offense is not jailable. But let no anarchistically inclined young person imagine that he can follow the lead of these malcontents, without being taken either for a boor or a nincompoop. People of sense and cultivation are likely to go on using English in accordance with its best usage, and as it has come down to us from its masters. The English language, in the future as in the past, will continue to grow wholesomely, and to adapt itself to newer needs and conveniences, but not until the English speaking peoples have degenerated into Yahoos, will our speech become the plaything of silly and irresponsible faddists.

One of the greatest of the ancient philosophers plumbed the educational depths to the bottom, when he said:

"Man! KNOW THYSELF!" He might have added a hardly less important slogan:

Man! KNOW THE THINGS THAT ARE ABOUT YOU! The traditional idea in education has been that of knowledge absorption, and, though the inadequacy of this idea has been pointed out by most modern pedagogists, it still persists all too prominently in most courses of study. Mere knowledge has value only as the things learned CAN BE USED. It follows that the course of study followed in the schoolroom should be adapted, as far as possible, to the environment of the learner. For the learner who is to make his living among the shops, offices and factories of a city, school work should have a very different content and direction from what it has for the youth of a sea-faring community or for those who are to draw their living from the soil. Yet those who are responsible for our state-wide "uniform" school curricula seem not to have learned this self-evident thing.

There is in this principle, both an explanation and a justification for the modern commercial school. The public found out long before the educators did, that efficient clerks, bookkeepers, and stenographers, require special preparatory school training. And so it came about that for more than a generation the private commercial school had to fight its way to recognition in spite of the frank and often bitterly hostile opposition of those who had public education in charge. It has hardly been twenty years since I heard the head of the Department of Pedagogy of the University at Ann Arbor declare roundly, in a public address, that there is "no such thing as commercial education." Fervently, he shouted, "What can there be that is educative in teaching people to keep books, or write shorthand?"

Anything is educative that fits one for a definite environment. It is almost true, that nothing is educative that does not do this. Culturally speaking, it does not so much matter WHAT we learn, so long as it is something we can USE, and which makes us THINK while learning it. You cannot train youth for even the material efficiencies of life, without at the same time broadening their minds and souls. There is both soul and mind culture in learning to do any kind of work WELL.

There is a lesson in this principle for you thousands of young EDUCATOR readers, who are beginning this new year of school work, in getting yourselves ready to win success in the business world. I would counsel you to "surround your job" educationally speaking. It is not enough

to become merely, a good penman, an accurate bookkeeper, or a clever and quick stenographer. These things will only settle you well among the rank and file, — make you but a good cog in the machine, — but give you no seat at the table where sit those who direct the business, and where salaries run into five figures. To land here, you must know all the why and wherefores of the governing business policy; know where and how the business touches the outside world at every point of contact. This means that when you land the job, your real studies have JUST BEGUN!

It will be well for you to take this thought home with you and think it over.

Was it some old classic enthusiast who said "See Athens and Die!"? Let me pass on an amended version of the invitation; "See

A Land That California and—LIVE!" Is "Different" I get so many letters from dear old friends

in the East whom I first learned to know and like, when all of us had glossy locks and could skip up stairs two steps at a time, who mention that they have never yet seen California, but O, how they would like to! Only the other day, one of them wound up his letter something like this: "How I wish the mills of the gods would let up long enough for me to go out there and see that wonderful country that you write about so temptingly!"

Well, why doesn't he? Why not come on out, even if he has to chuck a temporary monkey wrench into the bearings of that same machinery? "Haven't time"; "can't afford it"; "no one to take my place", and so on, I suppose, — moss-grown and be-whiskered excuses that for the past thousand years or so, have made people lose the best part of their thirty or seventy year allowance of life.

Seriously, old pals, you ought not to let yourselves die before you see California, even if you are fairly sure of ultimately landing in Paradise. Something may go wrong, you know, besides, you will be likely to appreciate Paradise better, after a little foretaste in the way of a trip through California, and especially, through Northern California. Don't forget that! You haven't really seen California at all, till you have feasted your eyes on this glorious Northland, with its limitless forest greenery, its teeming rivers, and its coolness and sylvan beauty of glade and glen. Down in the Southland, you can see what man has done to the desert, — and they are wonderful things he has done, — but up here, you will see what God has done with the mountains.

No wonder I am writing this way. I am just back from a two-weeks, wandering, by auto stage through the three

(Continued on Page 27)



# Opportunities

By C. R. McCANN, McCann School of Business, Hazleton, Pa.

"Well! How did you enjoy your summer vacation?" is a common expression heard in the schoolroom at this time of the year. With some it was just another summer that passed, while others said that it was the greatest summer that they had ever enjoyed.

The same thing holds true in life. Some persons have a good time and succeed; others just exist from day to day. Have no outlook in life—glad-when-the-whistle-blows sort of people. In order to succeed in life, we must be alive to the opportunities that are before us and then go out and grab them.

Let us look at some of these opportunities that come to us. Take the school for instance. Most any teacher will tell you that the hardest thing to do in the classroom is to get the boys and girls to be workers in the school. To grasp the opportunities that lie before them; to see the wonderful world that lies in the not too far distance. In other words, to have a definite goal to reach in life. With some, the end is never reached because their day ends when the factory whistle blows.

Then, too, some boys and girls cannot wait until they are old enough to get their "workin' papers" and enter the sweat shops of life and its stern realities. Stay in school as long as possible because in this age, if one does not have an education, he will not get very far in life. Everyone can afford a common school education and the more "teen" age days spent in school, the better one is in later life.

One may ask, "How will I know when my opportunity comes along?" This may be answered just as easily as asked, "Do your work thoroughly each day and leave nothing undone." The habit of procrastination or putting things off that should be done is one of the greatest evils that we have today. Many boys and girls leave their school lessons and go out at night neglecting them until the morrow and then give them a "hit or miss" the next morning and when the recitation comes along it is usually a miss. The parent does not know this until the end of the month when the report card arrives. Then the old saintly mother usually shields Willie from the wrathful Pa so that the first time Pa knows about it is when he happens to see the teacher by accident on the street. One must not neglect the little things from day to day but keep the slate clean each day as he goes along the highway of life.

About this time of the year, class officers are usually elected in school and it is the consensus of opinion that the most popular boy in the class is awarded that honor. How did this boy get this honor? What made him

the most popular boy in his class? There are many reasons for this popularity. Among them one might mention honesty, integrity, self-reliance, initiative, courtesy, and personality.

Personality is the outward expression of the inner self. The inner thoughts are expressed outwardly. If a person has a mean disposition, this is easily discerned by just looking at him for a short time. We can cultivate a personality by practicing the good qualities of life in our daily walks of life. In other words, we can be what we want to be if we will but think and practice this idea each day. Just say to yourself over and over, "I want such and such a thing" and if you work hard to attain that goal, success is bound to be reached. However, do not think that all you have to do is to say it once or twice; sometimes it takes years and years to accomplish and reach the end of the rainbow.

To be the leader of anything requires much work and brings with it the usual criticism, opposition, jealousy, and backbiting. So many quit school just because they think school work is hard, and laboring in the sweat factory is easy. Nothing is accomplished easily in life. Everything is a battle from beginning to end. The human race is no different today than it was centuries ago.

"What a man does not understand, he tends to oppose" is a truth if there ever was one. The world is full of pessimists. The optimists look upon the bright side of life and usually wear the wreath of victory.

Leadership is not an apple that is given away; one must demonstrate his appetite for it and then show his neighbors that he is prepared to assume the responsibilities of leadership. The opportunity to become a leader might have come to Abe Lincoln when he was about worn out at the end of the day, splitting rails; when Babe Ruth was without parents and doing his daily tasks in an Orphan School; when Lindbergh was listening to lectures in the University of Wisconsin on some dry subject that was out of date; when Noah was a boy; and by some one who was talking and thinking of two things at the same time—one must be of a dual mind in order to become a College Professor; and when our dear, lamented friend Zaner was following a plow over the hills of Pennsylvania. Opportunity comes at odd times and moments in everyone's life. Opportunity does not take Broadway for its spots, in order to knock at the portals of success. We never know when she is going to give us a slap. A great many of us are always looking and

hoping that she will strike and if we are on the lookout, we will know when she does strike.

But to get back to the story. We are told that Thomas A. Edison, the electrical wizard, was sent home one time by his teacher with a note to his mother to the effect that Tom was a blockhead and that there wasn't much use in sending him to school any longer. I wonder how that teacher would feel now, if he were living. We are too eager to condemn those who are slow sometimes in our endeavor to push the class along. But Tom had a mother who did not believe the teacher and that is a wonderful thing in itself. Every mother knows her son better than anyone else. If more boys and girls would listen to the kindly advice that mother hands out, there would be less weeping and wailing later on in life with some of those who think mother is old and a back number until they get into trouble.

Life is just as romantic as any book ever written. All through history, we see the wonderful things of greatest value being done by the leadership of men and women who were unnoticed or thought very little of in their youth. If any teacher has ever told a pupil that he will never amount to anything in life, just let him ponder and think of what happened to Edison. But teachers of this kind are few and far between and thank the Lord they do not stay long in the profession. A real teacher has a wonderful opportunity before him and yet there are some who look at their own glory first and these boys and girls are martyrs to the cause. However, that is another story.

When the teacher puts on the board something that is new, the class usually puts up its hands in horror and cries, "Oh! we can never do that problem." We must learn to think of responsibility as a chance to show the kind of stuff we are made of and an opportunity to be self-reliant.

How do you like to accept responsibility? Did you ever look at yourself in the mirror? Were you satisfied with yourself? Do you wait for others to take the lead or are you a self-starter? Conditions have been made so easy for us today that we are in great danger of becoming soft. We have nearly everything done for us so that we have come to expect comfort and ease as a natural right. With the result, the moment anything goes against us, we start to whine and complain that we have been wronged. We should buckle up and wade right in and get the task accomplished and not whine and complain to our neighbors. Just as we exercise our muscles to develop them so we should exercise our minds in order to develop our will power. Wise people look upon disappointment as a lesson from which some valuable things can be learned. It is a great battle, this game of life, and it is the survival of the fittest and those who can stand the gaff when the winds blow strongest.





DR. FRANK N. FREEMAN,

Professor of Educational Psychology,  
University of Chicago

# A Course of Study in Handwriting

For Grades One, Two and Three

By FRANK N. FREEMAN,  
Author of Correlated Handwriting

Weekly Outlines for  
September, October and November, 1927

## A COURSE OF STUDY IN HANDWRITING By Frank N. Freeman

### Purpose and Plan

A request has come to the writer for a brief outline of the course in writing to serve as a syllabus for the use of superintendents, supervisors, principals or teachers. This article and the following will give such a syllabus. A detailed outline for the first three grades covering the first three months of the year is given. In this article the outline for the first three months will be preceded by a statement of the aims, material, contents and mode of treatment for the grade in question. This will be followed by the detailed schedule for the first part of the year. In the second article the detailed schedule for the remainder of the grades will be given.

### OUTLINE BY GRADES FOR THE FIRST THREE MONTHS Grade I

**Aims and outcomes.**—The ability to write all the small letters and the more common capitals with ease. The ability to write the more common words without hesitation. Such words are: a, an, and, am, boy, hand, cat, dog, etc. The ability to write simple sentences containing vocabulary suited to this grade, either spontaneously or from copy. The ability to write the numbers from one to fifty from copy or dictation. The attainment of a fairly smooth coordinated movement, first of the arm as a whole and later with the arm combined with slight finger movement.

**Materials.**—In the first three months or more mainly blackboards with good crayon. Later sheets of paper of about eight by ten inches, ruled with lines an inch or a half inch apart. Pencil with soft lead or crayon for writing on the paper.

**Size and style.**—In blackboard writing the small letters should be at

least one and one-half inches high. In writing at the desk small letters should be nearly one-half inch high at the beginning. Letters should be made in a simple rounded style with a moderate slant. The alphabet written in this style should be placed permanently where the child can see it and refer to it in his own writing.

**Subject matter.**—The words included should be confined almost entirely to very commonly used words in the child's vocabulary. The sentences should deal with subjects within the child's interests and understanding. The home, the school, the play, the pets, and so on, are suitable subjects. Sentences in the Compendium may be supplemented by suitable sentences growing out of the experiences of the children in the class. There should be practically no formal exercises. A few letter forms should be practiced as the child recognizes the need for improvement.

**Emphasis in method.**—Emphasis is not on technical skill or its acquisition. The child's aim should be chiefly directed to improving the form of his words and letters. Aside from good form he should learn to maintain a reasonably good position and to write with fair fluency of movement.

### OUTLINE OF EXERCISES Grade I

#### First Month

**First week.**—Back and forth retracing exercises over drawing of candle, dramatized by means of the rhyme "Jack be nimble, etc."

**Second week.**—Oval exercises dramatized as rolling hoops to the rhyme "Roll, roll, roll your hoops, etc." Straight up and down retracing exercise to the rhyme "Up and down, up and down, this is the way to London Town." Element of the m retraced and dramatized and written to a descriptive count such as "over down" — "over down" and so on. The ele-

ment of the u or w dramatized as a skipping rope. The letter m and two letter u's written without space between.

**Third week.**—The production of three letter e's dramatized as looping the loop. Combination of previous exercises to make the word me.

**Fourth week.**—Review of the previous exercises with special attention to backward children.

#### Second Month

Introduce the word "it". Write on blackboard to make sure children can read it. Write it again. Have the children trace it in the air. Have a few children write the word on the board one at a time while the others comment. Have the rest of the class write the word. In the same way introduce the word "in".

**Sixth week.**—Introduce the writing of the words "on" and "one" on the blackboard. Write the word "Thanksgiving" on the blackboard in preparation for the Thanksgiving festival.

**Seventh week.**—Introduce the words "at", "am", and "man" on the blackboard.

**Eighth week.**—Spend in review, practicing on individual letters which have been introduced in the preceding week. Introduce the words "cat" and "cow" to be written on the blackboard. Demonstrate the letter c by giving a full rounded swing. Illustrate pauses at top of c, top of o, and preceding last stroke of w.

#### Picture Word Books

At this time introduce as a project the Picture Word Books. Each child makes a booklet in which he pastes pictures of common objects. Underneath each object he writes its name.

#### Third Month

**Tenth week.**—Introduce at blackboard words "dog" and "hen". In demonstrating the words slightly exaggerate the pauses.

**Eleventh week.**—Introduce similarly the words "Cup", "cap" and "box" at the blackboard.



**Twelfth week.**—Introduce the words "cape", "boy", and "bed" at blackboard.

**Thirteenth week.**—Introduce the words "doll", "girl", "book", "tree", "rat", "ball" and "bat" at blackboard. In this word writing make use of a picture word book to give the writing of words a meaning.

## Outline for Grade II

**Aims and outcomes.**—The ability to write all the small letters, all the capitals and all the digits with ease. The ability to write the words which are suitable for the second grade. These should be very carefully selected by consulting standard lists based on extensive investigation of usage by children and adults. Such words as the following are suitable: "after", "ask", "any", "as", "away", "back", "baby", "ball", "bear", "been", "be", "big", etc. Some common names of persons and the days of the week may be included. Numbers one to two hundred should be practiced. The child should learn to observe margins. His writing movement should attain greater fluency and smoothness.

**Writing materials.**—Pencil and paper with the blackboard for supplementary use. Paper should be ruled with lines about three-quarters or three-eighths of an inch apart.

**Size and style.**—One spaced letters should be about three-eighths of an inch or a little less in height. Style about the same as in the first grade.

**Content or subject matter.**—See section on "aims and outcomes" for vocabulary. The subject matter may deal with objects and events outside the child's immediate environment. The farm and farm-life give a good subject matter. The class may make up its own sentences if care is taken that the vocabulary and the subject are suitable.

**Correlation.**—Material may be drawn from the reading which the children do in the reading lesson, or their other lessons. The number combinations used in their number work should be practiced in handwriting periods. Words used in the spelling periods should be practiced in the writing periods.

**Emphasis in method.**—The emphasis should be largely on writing words, but a few letters and difficult combinations should be isolated for special practice. Such combinations are "w", "de", "do", "oi", and "oe". A few exercises consisting of the same letter repeated at intervals of about one-half inch and joined by connecting lines should be given to develop the sideward movement of the hand. There should be little formal drill and attention should be chiefly upon the form of the letter. Fluency of movement, however, should be maintained by keeping up good position, by acquiring reasonable speed, and by de-

veloping a free swinging movement through imitation.

## DETAILED EXERCISES FOR THE FIRST THREE MONTHS

### Grade II

**First week.**—Spend this week reviewing the early exercises of Grade I, in order to recover part of the skill lost during the summer. Use the horizontal and curve swinging exercises, the ovals, the m element and u element, the m and the repeated u, the e, and the letter b. These are all retraced exercises. Count with numbers or with descriptive count. Have part of the words done on the blackboard and part at the seat.

**Second week.**—Continue the review, first at the blackboard and then at the seat. Begin with the simple words "it", "in", "on", and "one". As individuals write these words fairly well let them go on to the words "went", "give", "put", "bat", "milk", "dig", "see", "her", "like", "may", "make", "fly", "your", "kite", "doll", "bed", and "let". These words may also be written in sentences. Watch the position and encourage an easy fluent movement.

**Third week.**—Begin to practice on connected material. Use the sentences which are suggested below on make up sentences equally within the child's experience from suitable vocabulary. A suitable sentence to introduce a story about food on the farm is: "We have good things to eat." After practice upon the words and the sentences as a whole, intensive practice may be given to individual letters such as the capital W and the small e, i, u, t and d.

**Fourth week.**—A suitable sentence to continue the same general subject is "We eat bread and butter." Such a sentence should be introduced by appropriate conversation. Have two or three children write the sentence at the board. Have the others criticize, then let the rest of the class write at the board and finally at their seats. Single out the difficult words and give special practice on letters and easy combinations such as a, b, and, m, and d.

**Fifth week.**—A suitable sentence is "We eat apples and pears." Special practice may be given to l, le, ee, and ea.

**Sixth week.**—A sentence for practice is "We drink milk and eat eggs." For special practice single out such letters and combinations as i, j, k, g, f, s, and gg.

**Seventh week.**—The sentence for this week is "Paul likes good things to eat," and the letters for special practice are P, li, h, hi, and he.

**Eighth week.**—This week may be used for an informal review, and for working on special projects. Give attention to position and individual dif-

iculties. A suitable special project is a health booklet. The children may gather pictures of objects which represent or suggest healthful activities, such as toothbrushes, milk, vegetables fruit, sleeping with open windows and so on. These pictures may be pasted on the leaves of the booklet and appropriate slogans or sentences written, such as "Brush your teeth daily."

**Ninth week.**—Continuing the story of the farm, the following sentence may be used, "Tom said, 'Father, where do we get our food?'" Special practice may be given to the capital letters T and F, and to any words which give special difficulty. Such difficulty may be the joining of the w and e in the word "we."

**Tenth week.**—This week is devoted to practicing letter combinations which are difficult, the word "Thanks-giving" and the nine digits and the zero. Combinations which may be practiced are ou, as found in the word "our", wh as in "where" and similar combinations.

**Eleventh week.**—The sentence may be used "It comes from the farm." After practicing individual letters such as the capital I and the letter r and difficult words, practice may be devoted to the word "Christmas." Special practice may be given to the capital C.

**Twelfth week.**—This week may be used for review or for supplementary practice on exercises which were not completed.

## OUTLINE FOR GRADE III

**Aims and outcomes.**—The chief new aim of the third grade is to learn to master the pen. Give special attention to the method of holding the pen and the difference between the use of the pen and the pencil. Give instructions in care of the pen, method of taking the ink, preventing blotting and lightness of touch. Further aims are moderate increase in speed, the habituation to a free, rhythmic movement, enlargement of the content and the vocabulary and some further development of self criticism.

**Writing materials.**—Ordinary steel pens, not too fine. The penholder should be of good size and the grip should be made of wood or cork. Pen holders shaped to the fingers may be used. Paper with good surface. About half inch ruling is desirable.

**Size and style.**—The height of the single spaced letters should be about three-sixteenths of an inch. Letters may become somewhat more angular and may have slightly more slope. Style should remain here and in all grades fairly compact.

**Content.**—Suitable subject matter for this grade is material drawn from the other subjects such as spelling, language, and numbers. As spelling



becomes prominent close correlation can be made between the spelling and the writing. Vocabulary should be very carefully selected. Such words as the following are suitable: "almost", "could", "done", "hat", "here", "know", "some", and "once." Attention should be given to proper arrangement of material on the paper. Compositions written in the English period may be practiced in the writing period. The ordinary form of written correspondence makes a good subject of practice as well. The arrangement of examples in arithmetic merits special care and practice.

**Correlation.**—Examples which were cited under "Content" illustrate types of correlation which may be used in this grade. The value of correlation cannot be overemphasized. Teachers should be continually on the lookout to find writing difficulties in other subjects which may be practiced in the writing period. The child should also be held up to a fair writing standard in the other periods besides the writing periods.

**Emphasis in method.**—There is no radical change in method in this grade. The chief new difficulty is the mastery of the pen. Emphasis should be upon good form with somewhat larger amount of analysis and self-criticism than in grade II. Somewhat further practice on details of letter forms may be given. Few formal exercises should be used. Attention should continue to be given to good position and to an easy fluent movement. The child should not be allowed to relax in these particulars.

### OUTLINE OF EXERCISES FOR GRADE III

**First week.**—Devote this week to review and to practice on the simple exercises to enable the pupil to recover his command of the pencil. Give some of the exercises on the blackboard and some at the seat. Such a sentence as "They stayed at the farm all day" may be used for practice. Such exercises as the oval, the repeated l, n, or u, or widely spaced o's or n's may be used. Watch posture and position. After a day or two of this sort of practice, introduce the pen.

**Second week.**—The writing exercises suggested for the first few weeks are centered in a correspondence letter. The text of a suitable letter is suggested. If strict care is taken in the direction of the subject matter and the vocabulary the children may be allowed to write their own letters and select materials for practice from them. Write first the name of the month "September." Practice the capital S and the abbreviation, "Sept." Then use the sentence, "We had a fine time in the country this summer." Select for supplementary practice the simple letters, i, n, and u and the word "in." Have several i's and several u's written joined and in succession.

**Third week.**—Continue the practice on letters and words which are developed from the exercise of the preceding week. Following developments may be used: e, n, m, me, t, it, and time. This constitutes one series. Another series may be built up as follows: l, b, be, n, h, he, th, the. A fourth series is as follows: a, b, three a's joined, add, h, had. A fourth development is f, three s's joined, is, this, We.

**Fourth week.**—The word "October", several capital letter O's, and the abbreviation "Oct." Use the sentence, "I hope you will come to the city to see us sometime." Use for supplementary practice see, s, three s's joined, is and us.

**Fifth week.**—A series of letters and words may be developed from the exercises of the fourth week as follows: First, o, three o's joined, to, too and hop. Second, u, three u's joined, w, three i's joined, will. Third, c, three c's joined, come, me, and some. Fourth, three o's joined, three u's joined and three w's joined. The fourth series of joined letters should be written with a wide space between the letters. Space may be half an inch or more.

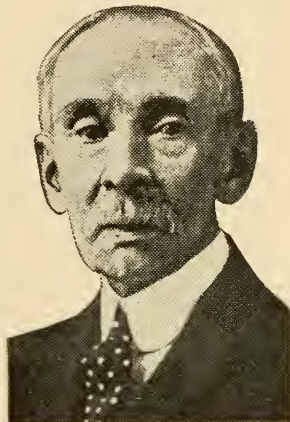
**Sixth week.**—This week may be devoted to the superscription of the letter and to exercises developed from it. The following serves as an example. At the top and to the right is written the words "Evanston, Ill." (abbreviation of the name Illinois). Underneath abbreviation for September, "Sept. 5, 1928." Underneath and to the left are written the words "Dear Bob." These are to be spaced as in an ordinary letter. Exercises may be developed as follows: Capital letter P retraced, capital letter P written in the usual manner, the word "Bob", capital letter S, the abbreviation "Sept.", capital letter D with the main body retraced, D written as ordinarily, capital O retraced, capital E, capital I. The capital letters B, D, and E may be written to the count. D is written to the count "one, two, three, four", E to the count "one, two, three".

**Seventh and eighth weeks.**—These weeks may be devoted to the superscription and signature of a letter and to the words "November" and "Thanksgiving" and exercises developed from them. The superscription which is suggested is "Sincerely yours", to be followed by the name of the individual child. Following the practice on the words "November" and "Thanksgiving" special practice may be given to the capital N, capital T, the letters b and r and the abbreviation for November "Nov." After these exercises have been practiced the pupils who write at a satisfactory quality and rate may devote themselves to some special project. They may write one or more letters or they may practice on the writing of some

other school exercise. The pupils whose standard is still below standard may spend their time on the review of any of the exercises of the preceding weeks.

(Continued on Page 26.)

### PROMINENT COMMERCIAL EDUCATOR DIES



WILLIAM HENRY DUFF

President Emeritus of Duff-Iron City College, Pittsburgh, Pa., for forty-eight years President of Duff's College, and son of the founder of the institution, was actively associated with Business Education for sixty-nine years. Also President of P. Duff & Sons, Inc., and of the Massillon Stone & Fire Brick Co. Mr. Duff was born in St. John, New Brunswick, on October 8, 1838, and died in Pittsburgh, Pa., May 21, 1927. His father founded Duff's College in 1840. Mr. Duff became interested in his father's school when a young man. In 1858 became principal of the school and continued in that position until 1906 when he retired.

In his day he was one of the famous penmen of the country. For sixty-nine years he was associated in the work of the college which his father founded. He helped to build up one of the most prosperous business colleges in the country and has helped to train thousands of young men and women. He was scrupulously precise and accurate in all money matters and taught these principles to others. He never enjoyed spending money on himself but loved to help others. In his manners, he was a gentleman of the old school, never forgetting and never relaxing his standards. He was kind and gentle and loved by all who came in contact with him. He was a devout Christian. In his death the profession has lost one of the pioneers who has helped to bring commercial education to the high standard it is today.

(Charles C.)  
 N. B. Hoff, Jr.  
 Meadville, Pa.

Dear Mr. Hoff:

I am glad to hear from you if any  
 comes in my part, it being my honest  
 opinion that they were the most prac-  
 tical ever presented, however. I  
 enclose a few points or possibilities  
 as you may term them.

Yours truly,  
 (C. C.)



### The Present Status of Handwriting

Part of an address delivered before the  
Indiana State Teachers' Association by  
JOSEPH S. TAYLOR,  
District Superintendent of Schools,  
New York City.

No. 6

#### CONCLUSION

Such in outline, is the present status of handwriting in our country. What about the future? As to supervision, the probability is that all the cities will ultimately follow the example of those communities which are now employing technical directors of penmanship. I am recommending that in New York a handwriting expert be attached to the office of each district superintendent for assignment, at his discretion, to schools and classes that are below standard. This would insure satisfactory supervision at a nominal cost. Only twenty-four experts would be required to supervise the handwriting of a million children.

What changes the future may bring forth in the form or style of handwriting, I would not care to prophesy. Our present system is pretty well buttressed by scientific warrant; but Science itself changes its mind from time to time. I was vividly reminded of this fact during the past summer, while revising one of my books published twenty-three years ago. In the course of my investigations it was necessary to look up the present status of psychology. I was amazed to find that this science has been completely revolutionized while I was asleep. If you haven't studied psychology for twenty-five years you won't know how to talk. You have to acquire a new vocabulary before you can even comprehend the new psychology of behaviorism. I remarked the other day to a psychological friend of mine:

"I see we still have a psychology without a soul."

"Oh, yes," he replied, "that is an old story. Psychology lost its soul years ago. Now it is losing its mind!"

"We used to have a mind," says Will Durant, "now we are lucky if we retain a few instincts and one or two conditioned reflexes."

In Aristotle's day science taught that the function of the brain is to cool the blood; that man has only eight ribs; and that a woman has fewer teeth than man. You know what a time Columbus had to convince the wise men of his day that the earth is round. In my boyhood days typhoid fever was regarded as a visitation of Providence; now it is a matter of sanitation. Yellow fever was a mysterious plague; now it is a question of mosquitoes. When I was professor of physics in Juina College I taught the students that the atom is the ultimate division of matter. Today we are assured that the atom consists of a

nucleus called proton, and of electron revolving around this nucleus with inconceivable speed.

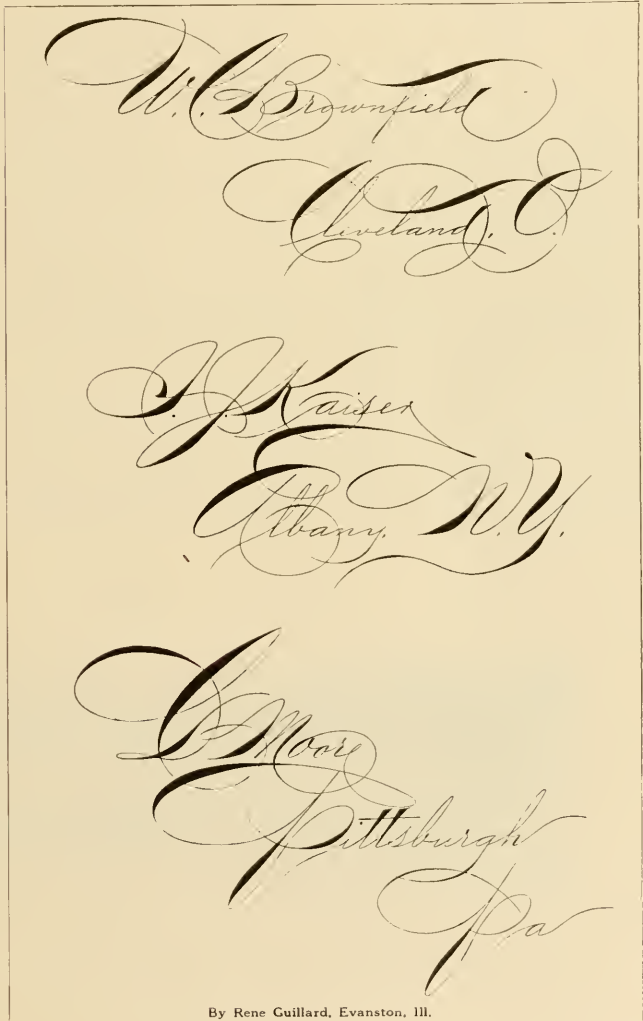
After contemplating these constantly changing views of scientific men, Mr. Lee Wilson Dodd recently recorded his bewilderment in verse. Addressing Science, he says:

"I try to look sane and be humble,  
I try to accept all you say;  
But the things I knew yesterday  
crumble,  
And I know I know nothing today.  
"You tell me my mind is my body,  
As my viscera are so am I;

When I comfort my vitals with toddy  
I drink I am thinking of rye!

"For it seems I am simply behaving  
And my consciousness is but a  
sham;  
Thus it isn't yours truly who's raving  
Like this—it's my Thyroid. O —!"

"If you'd only sit down for a minute!  
If your Truths didn't flow like a  
stream!  
Well, I don't think there's anything  
in it!  
I'm a dumbbell — and life is a  
dream."



By Rene Guillard, Evanston, Ill.





*R. C. Rudd*

R. C. Rudd, 53 Russett Ave., Toronto, Canada, whose portrait and signature appear above, is a native of Canada. He is a professional penman and card writer with a wide experience, having written cards for many years in Canada and in over half of the States in the Union.

Many people ask him if writing is a gift and if they can learn to write as he writes. To these questions he answers that any normal, intelligent person can acquire a neat, plain, legible handwriting, provided he devotes to the work the necessary time and study. He emphasises the fact that one should get the correct image in the mind before he can hope to produce it on paper. He states that writing is an equal mixture of brains and muscle, plus nerve energy. To the beginner he advises; "Let nothing daunt you. Be faithful and earnest in your study. Keep your ambition keen-edged. When you make mistakes criticise and rectify them before proceeding. If you are not pro-

gressing as you expected on starting, don't despair for it will come in due time. All beginners make mistakes, no exceptions. The price of success is perseverance and rightly directed effort."

"I do not think I would have obtained the confidence and skill in demonstrating before the public I have, had I not been fortunate in securing that remarkable and wonderful self-instructing course entitled Lessons in Ornamental Penmanship by the late C. P. Zaner. I would advise any one not having the means of attending a school of penmanship to follow the work given in this book."

Mr. Rudd took up penmanship first because he liked penmanship and second because it afforded him a means of making a livelihood. He states that he has never regretted taking up penmanship for it has been both a source of pleasure, as well as remunerative.

His advice is to live a clean life and abstain from the use of tobacco.

Mr. Rudd is undoubtedly one of the most skillful penmen in Canada.

Miss Ella M. Howe, a recent graduate of Boston University, has been elected to teach commercial subjects in the Randolph, Vt., High School.

Miss Ruth Johns of Cedar Falls, Iowa, is a new commercial teacher in the High School at Brighton, Iowa.

Miss Doris Raisty of Iowa City, Iowa, has recently accepted a position to teach commercial subjects in the High School at Coleraine, Minn.

Miss Mary P. Johnson, last year commercial teacher in the Manning High School, Ipswich, Mass., will teach in the Leominster, Mass., High School the coming year.

#### CORNELIUS BAYLESS

On June 4th in the city of Dubuque, Iowa, at the home of his daughter, Mrs. Dr. Heisey, occurred the death of a Veteran Business School Man, Cornelius Bayless.

Mr. Bayless became manager of The Bayless Commercial College of Dubuque in 1862. He was actively connected with its work, as proprietor and president, for more than fifty years, withdrawing from school activities in December, 1914.

At the time of his death, Mr. Bayless was in his 88th year. Few, if any, of the commercial Educators of his day remain with us.

Professor Bayless was truly an educator: always endeavoring to lead his pupils into right ways of living.

He was a great admirer of pen work of all kinds. While not being what would be classed as a professional penman, he wrote a fine, plain hand and was an excellent teacher of business writing.

His counsel and advice will be missed by many. He was quite active in business affairs up to within a short time of his passing away.

His beloved wife and companion preceded him only a few months. He was very lonely without her, and seemed to wish to go also. Truly, each heard the kindly call of The Master, "Well done thou good and faithful servant, enter thou into the joy of thy Lord."

*Learn to Write*

AN ORNAMENTAL STYLE. My course in Ornamental Penmanship has helped hundreds become PROFESSIONALS. Send for proof. Your name on cards, (six styles) if you send 10c. A. P. MEUB, Expert Penman, 432 N. Hill Ave., Pasadena, Calif.

*June Louis Sullivan*

The above work deserves more than a passing glance. It is one of the most skillfully executed specimens of lettering we have received for months. The inking in of the light, graceful hair lines, is most skillfully done. We want to congratulate F. S. Stanley, Akron, Ohio, on his knowledge and skill in lettering.



## LESSONS IN ORNAMENTAL PENMANSHIP FOR BEGINNERS

### POSITION

Ornamental Penmanship is written in about the same position of the hand, arm, and body as in business writing.

### SUPPLIES

Use good paper, ink, a flat top table (a kitchen table will do) and a properly adjusted oblique penholder. The Business Educator will be glad to furnish you with proper supplies or give you any advice in regard to supplies for this course.

Limber up the arm by working on a light line running oval one or two spaces high. Then try exercise No. 1. Get a bold shade and a light hair-line. Swing this exercise off freely so that there are no wobbles in the lines. Keep the shades high. Make page after page of each exercise until you have mastered the forms of the letters and a light, free touch and movement.

Study the D before attempting to make it. Notice that the first oval is horizontal and no higher than the second part of the D. The two parts in the body of the D should rest on the base line. Try not to shade the finishing oval, and keep the main shade above the crossing on the base line.

The H is practically the same as the D, with the exception of the light hair-line connecting the two parts. The beginning and final ovals are about the same in size and shape. Aim for grace and beauty. Exercises 4, 5, and 6 should be thrown off with a continuous free flowing motion. Keep the combinations compact. Frequently compare your work with the copy so that you can discover wherein your writing may be improved.

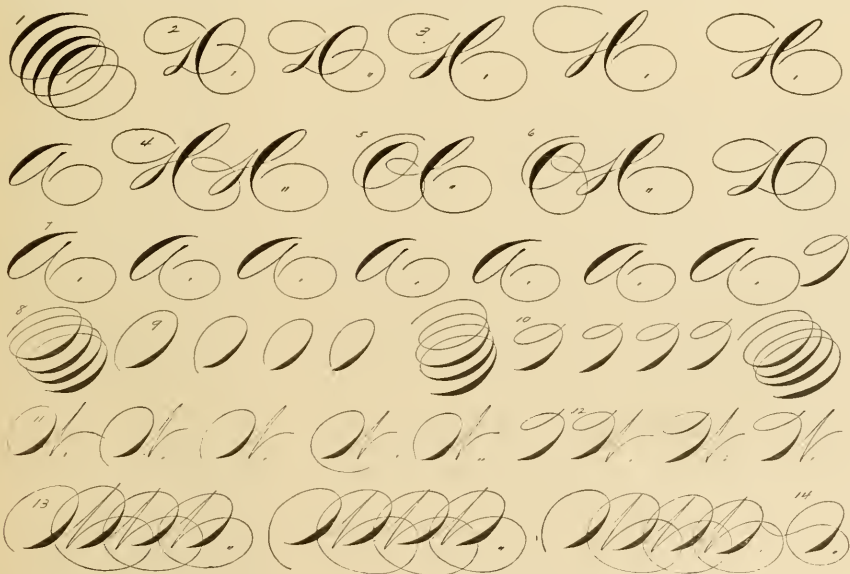
No. 7. The shade on the A is similar to the shade in D. Be careful not to make the A too wide and see that the final oval is divided equally by the base line.

No. 8 is a good exercise to develop the stem used in a number of letters. Try it over and over again with the idea of acquiring a skillful up and down motion. It is necessary to spread and release the pen quickly to get snappy shades. Notice the location of the shade in exercise 9. It is low down near the base line. No. 10 is the same as No. 9, with the exception of the beginning loop. Work for parallel effects and keep the down stroke of the shade straight or nearly so.

Before working on the W study it. Notice the space in the inside of the letter, the slant, and the formation of the letter in general. Don't stop practicing until you can make the letter skillfully.

No. 13 is an excellent exercise to develop freedom and quality of line. See how regular you can make this exercise. Notice the uniformity of beginning ovals and final ovals. Notice the even spacing of shades and parallel lines.

You can master a beautiful ornamental style by following these lessons faithfully, doing plenty of work.



*America* *Burning*  
*Company* *Dreamer*  
*European* *Flourish*  
*German* *Handsome*

Miss Olive Schilling, recently with the Park Falls, Wis., High School, has accepted a position to teach the coming year in the High School at Freeport, Illinois.

Miss Dorothy I. Rice, last year commercial teacher in the Manasquan, N. J., High School, has recently been elected to teach in the Valley Stream, Long Island, High School.

(Continued from page 21)

Ninth and tenth weeks.—These weeks are devoted to writing the entire letter which has been introduced piecemeal in the preceding exercises. This letter is as follows:

Evanston, Illinois  
 November 5, 1927.

Dear Bob:

We had a fine time in the country this summer. I hope you will come to the city to see us sometime.

Sincerely yours,

Raymond.

The special feature which is new in this exercise is the arrangement of the entire letter upon the page. Pay attention to margins, position on the lines, position toward the middle of the page and general regularity and uniformity of appearance. In the tenth week give practice on writing the digits. They may be first written in a line one after the other and then in various combinations, according to the types of examples which the pupils are using in their arithmetic work. Let each pupil pick out digits with which he has particular trouble and practice writing them over and over again.

Eleventh week.—This week may be devoted to writing the names and abbreviations of the first three days of the week. A heading of the page may be the words "Days of the Week" with day and week capitalized. Then on successive days practice may be given to the words "Sunday", "Monday", and "Tuesday."

*Little drop of dew,  
 Like a gem you are,  
 I believe that you  
 Must have been a star.*

*When the day is bright,  
 On the grass you lie  
 Tell me then, at night  
 Are you in the sky?  
 Roberta Rynd  
 Leader*

Mannington, W. Va., public schools is developing good business writers in all grades. The above was written by Roberta Rynd, a sixth grade pupil. Miss Gertrude E. Burge is her supervisor.



By E. L. Brown, Rockland, Me.

## MENTAL MEANDERINGS

(Continued from Page 17)

hundred mile stretch running from the Humboldt redwoods on the north to the prune and apricot orchards of San Jose on the south. There were also divers meanderings along the new boulevards that skirt San Francisco Bay, from Twin Peaks, Golden Gate Park, the Cliff House and the Golden Gate on through the Presidio, to Telegraph Hill. And it was some lovely friends in 'Frisco who gave me this treat; I did not have to travel under the raucous tutelage of the man who runs the rubber-neck wagon.

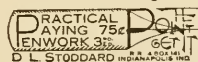
But the really sublime, the indescribable part of my faring, was the part of it, that carried me through the depths of the mighty redwoods that have at last been happily penetrated by that new auto thoroughfare, the Redwood Highway. Thanks to this several million dollar State enterprise, all of you may now see this

wonderland, more comfortably and cheaply than you are likely to imagine. My own summer home here in Ettersburg, is but two hours ride from this Highway, where it enters Humboldt County from the south. How I hope some of you might find your way to our hospitable ranch! My friends, this little strip of the Tropics that runs up the Pacific coast of North America is worth seeing. You will believe me when you do see it.

F. W. Tamblin of the Tamblin School of Penmanship, Kansas City, Mo., paid us a visit during August. He reports much interest in his handwriting courses.

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Watch for advertisement in the October issue of the Business Educator





## I. W. SIMS

Was born on a farm in Franklin County, Ill., in August, 1885, and received his early education in the common schools. His parents sold their old homestead and moved to Missouri, where he continued common school and High.

While still in his teens he entered a Military School in California, and graduated with a perfect record. He is also a graduate of Gem City College, and received his penmanship instructions from Prof. H. P. Behrens-meyer. Studied law one year in Chicago University, and during the World War, entered the O. R. C. Ft. Sheridan, Ill., and was sent to the Artillery School, at Fortress Monroe, Va. In 1919 he married Miss Ethel Chamberlain, of Murphysboro, and has three children.

In 1915 he organized the Simerian Business Training School, at Marion, Ill., but this school was discontinued, when he became President of the Southwestern Business College, Murphysboro, Ill., which position he has held for ten years.

In 1923, Mr. Sims became Principal of Browns Business College, of East St. Louis, for one year, still remaining head of the Murphysboro school. This school occupied its own buildings up until the Tornado of March 18, 1925, but was put out of business for nine months when the buildings were sold, and the school reorganized, and is now known as the I. W. Sims College, of which he is head, and occupies splendid new quarters, in the center of the City of Murphysboro.



As an educator and all round penman, Mr. Sims' work speaks for itself, and he believes that the Business Educator has been one of the chief inspirations in his educational career.

**H. J. WALTER, Penman**  
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## ILLUMINATED TESTIMONIAL

## Description

Size of original 22x28 inches on vellum. Illuminated throughout in purple, red, blue, green and gold. The background of the entire border in burnished gold. The ornamental portions of border in several shades of purple and dotted with Chinese white. Backgrounds of all the larger initial letters in gold and the initials in purple, red and blue. The line fillers in same colors.

The portrait rendered in natural flesh color for the face, cassock or robe, in purple inclining toward red, and chain in gold. Just a few touches of color produces the fine crop of gray hair as most of the hair is really the stock upon which the work is done aided by touches of Chinese white. The coat of arms at center of base rendered in gold, green, red, blue and purple and represents the actual heraldic design of the subject's coat of arms as bishop. The medallion in lower right hand corner is the insignia of the society and is rendered in gold. Decorative lines on the outer and inner edges of the border design in brown.

(See following page.)



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| Private Bath  | with Private Bath |
| (2 persons)   | (2-4 Persons)     |
| \$5 per day   | \$7 per day       |

**HAROLD E. REYNOLDS**  
Proprietor



Go Right  
**Andrew James**  
Bishop of  
We the Officers  
Scranton Diocesan Union of Holy Name Societies

Reverend  
**Brennan**  
Richmond  
and Members of the

wish to renew to you our tokens of friendship and to attempt some expression of the respect, affection and the reverence in which you are regarded by the Holy Name Men of this Diocese. The tidings of your elevation to the episcopacy of Richmond caused mingled feelings of sorrow and joy. Sadness to realize that the beloved Auxiliary Bishop of Scranton was to leave our midst, happiness to comprehend that our Holy Father the Pope had chosen you for administering a Diocese so sacred to every student of American History, as the See of Richmond.

**A**s our first and during these years, our only Spiritual Director you have initiated the inception, you have guided the growth and the expansion of the Holy Name Union. Its vitality has been animated by your own pulsation and its steady progress has been advanced at the sacrifice of your time and your energy. Your prudence has tempered the extravagant enthusiasm of some of our Societies. Your counsel merited the unanimous assent of all and your wisdom brought about a healthful growth of ideas in the spiritual nutriment of the Holy Name men. At Washington, at Scranton, at Wilkes-Barre, at Wilkes-Barre, at Garbondale, at every convention city you have been our Leader, whether parading to mankind at large our belief in Jesus Christ as God and Man, or in the more quiet chamber of our meeting halls, planning and advising the line of endeavor for greater growth of the character and soul of each individual Holy Name member.

**F**or a recollection of you and your ideals we have indented these resolutions by three pictorial standards - three emblems which we hope always to carry with us. First, your own portrait as an aid for remembrance and as a visualization of the kind and prudent Director of the largest Society of Catholic Men in the Scranton Diocese. Second, Your own Coat of Arms and especially your chosen Motto - "At Sim Fidelis" - That I May Be Faithful a sentence that we shall strive ever to remember as a guiding principle of our own lives. Third, we have chosen the National Emblem of the Holy Name Societies of the world the representation of the youthful Christ, whom you have inculcated should be our first and last thought and our Exemplar.

**W**e understand that if we are faithful to the teachings of Christ, who was truly the Messiah, we shall have done for you the greatest favor and compensate in some small degree for the labor and sacrifice you have shown in our behalf.

**W**ithin His tender mercy measure to you many years of fruitful service in His vineyard. May all creeds learn to love and reverence you in the capital city of Virginia and may you reflect much glory and prestige on the Church which is ever ancient but always new, the oldest Church in the world.

Christendom, the One Holy Catholic and Apostolic Church.  
The Scranton Diocesan Holy Name Union.

Calvin F. Jett  
Bernard A. Miller  
Wm. B. Balle  
Thomas A. Bane  
William J. Golden  
Wm. H. Brown



Thomas A. Gully  
C. R. Roca  
John H. Horton  
John Carline  
John H. Maughan





This bird does not have a name, but it is from the pen of Lupfer.

J. F. Barnhart, a former student in the Zanerian, now with the Board of Education, Akron, O., paid us a visit during July and made a very inspiring address to our students. Mr. Barnhart described a plan of stimulating interest in handwriting which he inaugurated in the Akron Schools.

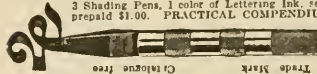
We all enjoyed Mr. Barnhart's visit very much.

Mr. J. A. Rushing, Pen Art instructor in the Tyler Commercial College, Tyler, Texas, sent us a specimen of engraving executed by one of the students, J. R. Burns. The specimen is quite a creditable piece of work especially considering the fact that the young man has lost all of the fingers on his right hand with the exception of the index finger and thumb. We wish that we could have passed this specimen on to the readers for it is indeed a big encouragement to see this excellent work from one who is so handicapped.

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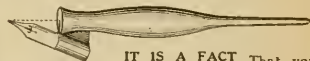
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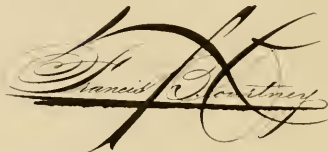


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G. R. has a brother J. O. whom he acknowledges as being the better penman. The Brunet "boys" are enthusiastic penmen.

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## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give a brief description of each to enable our readers to determine its value.

**Principles of Effective Letter Writing,** by Lawrence C. Lockley. Published by McGraw-Hill Book Co., Inc., New York. Cloth cover, 344 pages.

"My own experience has given me a glimpse both of the letter as it is used in business, and of the problems that must be met in teaching letter craftsmanship both to students and to people already in business. I have taught students what they can learn about business and letters in the classroom. I have, as a correspondence editor, tried to teach busy dictators how to write better letters. I have worked as direct-advertising specialist in designing and executing direct-mail campaigns, and in directing sharpshooting campaigns. Then, too, I have faced the daily grind of routine correspondence.

If, from this experience, I have been able to extract the essence and put it before my readers in this book, then the book will supply its readers with a background of information about letters as they are used in business, and will encourage and direct their own constructive thinking about letter writing and its problems. If I have been able to do this, the book will be equally helpful in the business office and in the classroom."

(Signed) LAWRENCE C. LOCKLEY.

**Principles of Education,** by Philip R. V. Curoe, Ph. D., Assistant Professor of Education, Hunter College. Published by the Globe Book Company, New York. Cloth cover, 160 pages.

This compact treatment of the principles of education is designed to make accessible to prospective teachers, teachers in service, and supervisors, the theoretical basis of progressive educational practice. The material included here is usually found scattered over texts in philosophy of education, technique of teaching, school hygiene, educational measurements, and class management. The basis of selection and organization might be called pragmatic, i. e., such as will adjust theoretical considerations to the stern demands of actual teaching, supervision, and administration.

References for substantiation of statements made and for further study have been interspersed in the body of the text by mentioning the names of the authors. In all such cases, the title and section are given at the end of the chapter. For self-testing, and to vitalize the recitation, questions have been given for each chapter, some requiring topical reports or assigned readings. In addition, a false-true test is placed at the end of the book.

**Selections from American Authors,** printed in the advanced state of Pitman's Shorthand. Published by Sir Isaac Pitman & Sons, Ltd., New York, N. Y.

The contents of this book are as follows: The Buccaneer's Treasure (Washington Irving).

M. Editing (Mark Twain).

A Venerable Impostor (Bret Harte).

The Autocrat of the Breakfast Table (Oli-

ver Wendell Holmes).

The Way to Wealth (Benjamin Franklin).

The Yellow Heart (Edgar Allan Poe).

Greatness in Common Life (W. E. Chan-

ning).

The Story of a Drum (Bret Harte).

The Procession of Life (Nathaniel Haw-

thorne).

A Melting Story (Mark Twain).

The Professor at the Breakfast Table (Oli-

ver Wendell Holmes).

**Guide to Educational and General Psychology,** by John P. Wynne, Head of Department of Education and Director of Teacher Training, State Teachers College, Farmville, Va. Published by the Globe Book Company, New York. Cloth cover, 85 pages.

The present work is the outgrowth of the employment, for several years, of questions as a basis of study in high school and college work. The idea of combining such material in a permanent form, of asking questions and stating problems that are the students' very own, and of arranging a basis for direction of study and democratic discussion as a conscious procedure, was suggested by the methods employed in the Philosophy of Education by Dr. William H. Kilpatrick, Professor of Education, Teachers College, Columbia University. THE GUIDE TO EDUCATIONAL AND GENERAL PSYCHOLOGY was first published early in 1922 as a syllabus. Every topic and every question has been revised many times.

Such an organization of material has been made possible by the continued repetition, two or three times a year, of two courses—one in educational and the other in general psychology, at the Mississippi Agricultural and Mechanical College. Especially helpful has been the work of the students in these classes in raising questions and formulating problems. In fact, many of the questions are these asked by the students themselves. All of them embody an effort to approach the subject from the standpoint of the student who is taking his first courses in psychology. The main objective has been to lead the student to appreciate the scientific methods of investigation. However, the work outlined has been found sufficiently comprehensive to leave him with a much better perspective than any course confined to a single text-book.

It is flexible enough to offer room for the more extensive investigation of advanced classes and the maturer individuals of any class.

**How and Why Practice Makes Perfect,** by Arthur G. Skeels, Supervisor of Writing in Columbus, Ohio, Public Schools, formerly Editor, The Business Educator. Paper covers, 114 pages. One of the Gregg Educational Monographs. The Gregg Publishing Co., New York and Chicago.

The author attempts to analyze the factors which make for improvement as a result of practice. "Repetition makes proficient," he suggests, rather than "Practice Makes Perfect." Among the points stressed as being necessary in order that improvement shall result from practice are these:

1. The practice should be consciously directed during all the time that improvement is desired; because whenever execution is allowed to become automatic, improvement ceases.

2. The practice required to break habits is very different from the practice required to form new habits. This points to a different method in teaching writing to little children from the method used in improving the writing of adults.

3. The states of mind of the learner while practicing are very important. The author analyzes these states at some length, pointing out the conditions leading to improvement.

This book should be of special interest to teachers of handwriting, shorthand, and typewriting, from which most of the illustrations are drawn; but as the author points out in the preface, the principles discussed are applicable "in a large measure to such 'intellectual' learning as committing the multiplication table to memory, learning to solve problems in algebra, or acquiring skill in literary composition."

**Thankful Blossom, A Romance of the Jerseys, 1779,** by Bret Harte. Printed in the Advanced State of Pitman Shorthand. Published by Isaac Pitman & Sons, New York, N. Y.

**Motion Picture Writing in Kindergarten and First Grade,** by Corinne E. Martin, Teacher of Handwriting, Public Schools, Washington, D. C.

Our editorial department has just received a non-pure pamphlet written by Miss Corinne E. Martin. It is the result of a visit made to the New York and Columbia University schools and was for the purpose of making a first-hand study of "how may the department of penmanship contribute to the unification of Kindergarten and First Grade." Any one interested in this phase of the work will find much worth-while material in this pamphlet. Miss Martin may be reached at the Myrtilla Miner Normal School, Washington, D. C.

**Applied Punctuation,** by Charles G. Reigner, A.B., LL.B. Published by the H. M. Rowe Company, Baltimore, Maryland. Paper cover, 72 pages.

This book is based on an extensive quantitative study of the punctuation marks as used in modern writing. The punctuation marks are taught in the order of their frequency of occurrence and difficulty of use, as determined by that study. Since the comma is the most frequently used mark of punctuation and the one which occasions the greatest difficulty, nearly one-half the lessons are devoted to the comma.

All the uses of the comma are taught first—in fifteen lessons and the other marks are then taught in the order of their frequency and difficulty: apostrophe, quotation marks, semicolon, colon, question mark, exclamation mark, period, hyphen, dash, parentheses. Two lessons are devoted to the proper use of capital letters.

Applied Punctuation is a pad of 72 pages—7½ inches by 11 inches. There are 35 lessons in the pad. Each lesson consists of a single explanatory article, which is supplemented by a given on the upper part of the sheet. The illustrative sentences are printed on the lower part of the sheet below the perforation, and the Test sentences, to which the pupil applies the results of his study and observation, are printed on the reverse side of the sheet.

The student simply inserts punctuation marks in the sentences in the Test, writes his name in the space provided, detaches the sheet at the perforation, and hands in his work for inspection. No longhand writing is required.

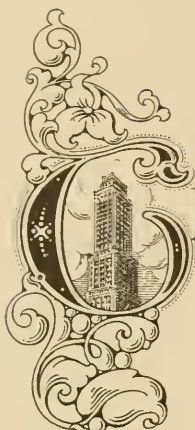
**New Dictation Course** by Charles G. Reigner. Copyright 1927. Published by The H. M. Rowe Company, Baltimore, Maryland.

NEW DICTATION COURSE is a practice book for students. It contains a wide variety of letters representative of the literature of modern business; in addition, there are many original articles which deal with the latest and most attractive fashion matters of English, punctuation, and letter writing.

The Introduction of the book contains The Thousand Commonest Words in shorthand and in print, followed by letters in which are only words that are among the thousand commonest.

One of the important features of the book is the careful grading of its material. The student is led by easy steps from short and easy letters to longer and more difficult dictation. Among the features of the book that are particularly helpful are the plans for teaching punctuation and developing a business vocabulary, the informative footnotes, and the shorthand dictionary. The Style Letters in Parts One and Two illustrate all forms of letter arrangement.

Part Three of the book consists of letters and articles which are written entirely in shorthand. Appendix A, Punctuation, and Appendix B, the Glossary, are an integral part of the working apparatus of the book. Through his study and practice of the material in NEW DICTATION COURSE, the pupil is taught to apply his knowledge of the "theory" of shorthand to the writing of concrete matter, and at the same time specific training is given in those phases of English that are directly applicable to the transcribing of shorthand.

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by the officers and members, and in recognition of  
the valuable services he has rendered to this Lodge

## THIS TESTIMONIAL

of its appreciation of his efforts in the cause  
of Masonry is gratefully awarded, and our best  
wishes for his continued

**Good Health, Happiness and Prosperity.**

Chicago, Illinois, November 3, 1925



*Wm. B. L. Agell*  
Worshipful Master

*Ezra F. Webster*  
Secretary

From The Harris Studio, Chicago, Ill.

Miss Gladys Christensen of Des  
Moines is a new commercial teacher  
in the Guttenberg, Iowa, High School.

Miss Helen Ringold, for several  
years head of the Secretarial Depart-  
ment of Nason Institute, Springvale,  
Maine, has recently accepted a position  
as head of the Commercial Depart-  
ment of the Sanford, Maine, High  
School.

Miss Marion Jacka, for several years  
commercial teacher in the High School  
at Freeport, Ill., and Miss Laura Ab-  
bott, last year with the High School  
at Hyannis, Mass., are two new com-  
mercial teachers in the Lansingburgh  
High School, Troy, N. Y.

Miss R. T. Slack of Hatboro, Pa., is  
a new commercial teacher in the Mor-  
risville, Pa., High School.

*Testimony.*

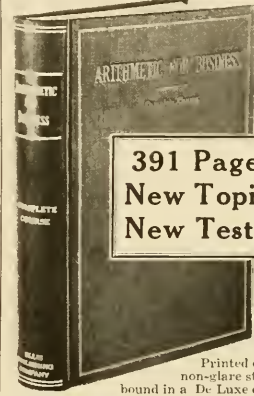
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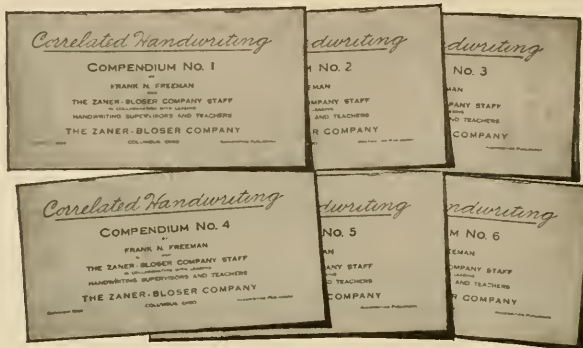
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COLUMBUS, OHIO



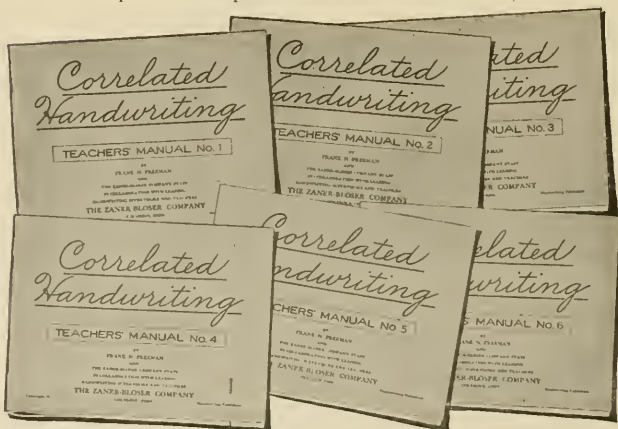
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## Book Reviews

**Descriptive Economics**, by R. A. Lehfeldt, D.Sc., Professor of Economics in the University of the Witwatersrand, Johannesburg. Published by the Oxford University Press, American Branch, New York. Cloth cover, 112 pages.

This is a new series of introductory volumes, designed not only to give the student who is undertaking a special study some idea of the landmarks which will guide him, but also to make provision for the great body of general readers who are sufficiently alive to the value of reading to welcome authoritative and scholarly work, if it is presented to them in terms of its human interest and in a simple style and moderate compass.

**How to Read a Profit and Loss Statement**, by Herbert G. Stockwell, Certified Public Accountant (Pa. and N. Y.); member of the firm of Stockwell, Wilson and Linville, member of the Philadelphia Bar. Published by the Ronald Press Company, New York. Cloth cover, 411 pages.

This work is a companion volume to the author's previous work, entitled "How to Read a Financial Statement." In that volume the main purpose is to explain the meaning of the different kinds of asset, liability, capital stock and surplus items, just as they appear in balance sheets of business concerns, and to show how to analyze the financial condition of merchants and manufacturers from their own statements as of given dates.

But a balance sheet at a particular date does not show what the flow of income and outgo has been in the business, and whether

the result was profitable or unprofitable, excepting so far as the gains and losses have brought about changes in the asset and liability items from the date of the previous statement. To show the flow itself is the peculiar function of the profit and loss statement, discussed and analyzed in these pages.

While a few of the larger corporations have for years published profit and loss statements in more or less complete detail, this has not been the general practice, but the complexity of modern business methods, entirely unknown until within recent years, and also the increasing number of classes of ownership through mergers, consolidations and affiliations of corporations, have brought about a growing desire on the part of shareholders, bondholders, bankers, credit grantors and others, as well as the managements themselves, to know more about the earning power of the business in which they are interested. More and more it is being realized that a study of the accounts of the operations of a business is very necessary in the analysis of its present condition and its outlook for the future, and with that realization much more attention is being given on the part of concerns to the preparation of profit and loss, earnings and income statements for publication.

It is the purpose of this volume to explain the meaning of those statements; what is or should be found in them; how many things not usually associated with the profit and loss statement bear directly upon it; how it acts and reacts upon the balance sheet; and how to analyze the many various kinds of profit and loss statements now issued, privately or publicly, by concerns of various sizes and operating in different lines of industry.

**Half Hours With Popular Authors**, Printed in the Advanced Stage of Pitman's Shorthand, Compiled by A. Jeffrey Munro. Published by

Isaac Pitman & Sons, New York. Paper cover, 64 pages.

The Table of Contents is as follows: On Books, Life of a Happy Man, Micawber's Advice, Happy Go Lucky, Ignorant, Wonders of Science, After the Battle of Trafalgar, The Quiet of Country Life, The Centipede, The Sweet Things of This World, Life is Sweet, For Services Rendered, A Queen Passes By, The Orphan Quotation, A Wonderful Morning, Oh, For a Book, A Clever Retort, Making Up Time, Farewell to London, Harris As a Singer, Lochinvar, Peter, A Task, Going a Journey, Ships That Pass, Mrs. Partington, Wasted Day, A Walk in Westminster Abbey, The Irish Cobb, The Death of Nelson, A Townsman's Letter to a Country Poet, Mr. Jingle on Dogs, Account of the Great Fire of London, Time, The Malignant Coin, Johnsoniana, A "Mental Test," A Story About Coleridge, An Evening Wind, Winter, A Great Teacher, The Knight Without Fear, What Happened Down the Rabbit-Hole, and the Songs of Burns.

(See page 33.)

Miss Earlys A. Haahr, recently with the Bureau, Iowa, High School, has accepted a position to teach in the High School at Manassquan, N. J., the coming year.

Mr. T. J. Currie of Lincoln, Neb., is a new commercial teacher in the Pine Bluff, Ark., Business College.

Mrs. Stella Billups of Keokuk, Iowa, is now teaching in the Wausau Business Institute, Wausau, Wis.

Miss Ruth O. Davenport of New Bedford, Mass., is a new commercial teacher in the Chester, Mass., High School.

Miss Helen L. Warren, recently with the McKinley High School, Honolulu, is a new commercial teacher in the Bridgeport, Conn., High School.

Miss Ethel Smith of Kenton, Ohio, has recently been engaged to teach the coming year in the Pottsville, Pa., Business College.





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Abbreviations of states, months, railways and commercial terms are given in regular lesson form, and grouped alphabetically. We regard abbreviating of almost equal importance with spelling.

Syllabication and pronunciation are shown by the proper division of words, and the use of the diacritical marks. The words are printed in bold type, and the definitions in lighter face, so as to bring out the appearance of the word,—an aid in sight spelling.

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In the National Shorthand Reporters' Association Speed Contest, held in San Antonio, Texas, on August 16, Mr. Martin J. Dupraw won permanent possession of the World's Championship Trophy, by winning the contest for the third successive time.

## Tabulation of Results

|                  | Errors at<br>220 Words<br>a Minute | Errors at<br>260 Words<br>a Minute | Errors at<br>280 Words<br>a Minute |
|------------------|------------------------------------|------------------------------------|------------------------------------|
| Martin J. Dupraw | 7                                  | 40                                 | 12                                 |
| Charles Lee Swem | 20                                 | *—                                 | 10                                 |
| Nathan Behrin    | 34                                 | *—                                 | 22                                 |

\*Did not qualify on this test.

## The World's Highest Shorthand Speed Records Are Held by Writers of Gregg Shorthand

- 282 Words a Minute (Court Testimony)  
Charles Lee Swem—accuracy 99.29%
- 260 Words a Minute (Jury Charge)  
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- 220 Words a Minute (Literary Matter)  
Martin J. Dupraw—accuracy 99.81%  
(held jointly with two others)
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# *THE Business Educator*

Volume 33

COLUMBUS, OHIO, OCTOBER, 1927

No. II

## A SUGGESTION TO YOUNG PEOPLE

I have frequently said in speaking to my classes here, that if I had my life to live over again, I don't know what I could do that would afford me more pleasure, and at the same time a living, which, by the way, is about all we get out of this life—than the study of nice, fine penmanship; I enjoy it—I love it, and while I am a very busy man, looking after my various interests, yet I always find time to do a little lettering, practicing a little ornamental writing and teaching others as best I can “to push the pen” with ease and skill.

(Signed) L. C. McCann,  
McCann School of Business,  
Reading, Pa.

Mr. McCann is a successful commercial school man having conducted a number of very successful schools. Possibly very few school presidents write as well as Mr. McCann. Had he selected penmanship as his profession he would have made a success of it, financially and otherwise. Young men and women who are interested in penmanship need not hesitate to become skillful in penmanship.

## 99% FOR WIATT!

R. E. Wiatt, the widely known supervisor of handwriting in the Los Angeles city schools, has proved time and again that he is one of the most efficient men in this work, judging from the results he secures from his pupils.

At the close of Miss Swope's 1927 summer school, Long Beach, California, Mr. Wiatt sent us 212 papers to be examined for penmanship certificates and out of that number, the work of 210 was found up to standard. That is very nearly 100% and we congratulate Mr. Wiatt on the good work he accomplished. His pupils are also to be congratulated for what they have accomplished under his instruction.

Mr. Wiatt reported that his classes were the largest he ever had.

## A PRAYER FOR TEACHERS

By GLENN FRANK, President University of Wisconsin

O LORD of Learning and of Learners, we are at best but blunderers in this Godlike business of teaching.

Our shortcomings shame us, for we are not alone in paying the penalty for them; they have a sorry immorality in the maimed minds of those whom we, in our blundering, mislead.

We have been content to be merchants of dead yesterdays, when we should have been guides into unborn tomorrows.

We have put conformity to old customs above curiosity about new ideas.

We have thought more about our subject than our object.

We have been peddlers of petty accuracies, when we should have been priests and prophets of abundant living.

We have schooled our students to be clever competitors in the world as it is, when we should have been helping them to become creative co-operators in the making of the world as it is to be.

We have regarded our schools as training camps for an existing society to the exclusion of making them working models of an evolving society.

We have counted knowledge more precious than wisdom.

We have tried to teach our students what to think instead of how to think.

We have thought if our business to furnish the minds of our students, when we should have been laboring to free their minds.

And we confess that we have fallen into these sins of the school room because it has been the easiest way. It has been easier to tell our students about the motionless past than we can learn once for all than to join with them in trying to understand the mov-

ing present that must be studied afresh each morning.

From these sins of sloth may we be freed.

May we realize that it is important to know the past only that we may live wisely in the present.

Help us to be more interested in stimulating the builders of modern cathedrals than in retailing to students the glories of ancient temples.

Give us to see that a student's memory should be a tool as well as a treasure chest.

Help us to say “do” oftener than we say “don't”.

May we so awaken interest that discipline will be less and less necessary.

Help us to realize that, in the deepest sense, we cannot teach anybody anything; that the best we can do is to help them to learn for themselves.

Save us from the blight of specialism; give us reverence for our materials, that we may master the facts of our particular fields, but help us to see that all facts are dead until they are related to the rest of knowledge and to the rest of life.

May we know how to “relate the coal scuttle to the universe.”

Help us to see that education is, after all, but the adventure of trying to make ourselves at home in the modern world.

May we be shepherds of the spirit as well as masters of the mind.

Give us, O Lord of Learners, a sense of the divinity of our undertaking.

## NOTED PENMAN WEDS

Mrs. Jurgen Renken announces the marriage of her daughter, Ruth, to Mr. Rene Guillard, Wednesday, the 20th of July, 1927, in the city of Chicago.

A new course of lessons begins in this issue. Have your pupils all work on it.

## THE BUSINESS EDUCATOR

Published monthly (except July and August)

By THE ZANER-BLOSER CO.

612 N. Park St., Columbus, O.

E. W. BLOSER - - - - - Editor

E. A. LUTHER - - - - - Managing Editor

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The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.





# Lessons in Business Writing

By E. A. LUPFER, Columbus, Ohio

Send 15 cents in postage with specimens of your best work for criticism.

## TO THE STUDENT

By faithfully following this course you can acquire a good handwriting.

One is considered ignorant who cannot use good English and everyone is expected to talk distinctly enough to be understood. It is also important to be able to write well enough so that the average person can read it. What a pleasure it is to listen to some persons talk and to see the writing of skilled penmen.

You can get into the class of persons who speak and write above the average.

This course is planned to help you to write better. You will find working on this course a real pleasure and very profitable. Any person who will try, can learn to write well.

## To The Teacher

You can make the writing lesson so much more interesting by improving your own handwriting. You need to be filled with the subject and have a reasonable supply of penmanship knowledge prepared for the lesson each day by practicing upon these copies.

### Supplies

You need good but not expensive supplies. Working with poor supplies is a waste of time.

**Penholder:** An all wood, finger fitting penholder is best, but a cork tipped holder will do. Avoid metal, heavy and freakish holders. Don't use a fountain pen in this course for if you learn to write with a steel pen you will be able to use the fountain pen.

**Pens:** Use a medium pointed stiff pen. Avoid fine pointed and stub pens. Change your pen whenever necessary. You may have to change each day if you do a lot of writing.

**Paper:** Use a smooth, hard surface paper with  $\frac{3}{8}$ -inch rule. Avoid the cheap newspaper-like kind.

**Ink:** Get the best free flowing, black ink you can secure. Black is better than blue ink since you can see your work better.

**Blotter:** It is well to hold a blotter underneath the hand, letting the little finger slide on it. This will help to keep the paper clean. Of course do not blot your work.

The Business Educator will be glad to furnish you any supplies you need.

## STUDY THE POSITIONS OF THESE THREE PENMANSHIP TEACHERS, ALL 1927 ZANERIAN SUMMER SCHOOL PUPILS



Miss Laura B. Shallenberger, Supervisor of Handwriting in the Latrobe, Pa., Public Schools, and who attended the Zanerian Summer School in 1927, here shows how to sit back in the chair with the back straight and the point of the elbows just off the edge of the desk.



Miss Lelia Withers, who is Supervisor of Handwriting in Fairmont, W. Va., Public Schools, when in the 1927 Zanerian Summer School posed for the above to illustrate the proper position of the hand and pen. The penholder points to the right shoulder.



Miss Zelma Nesbitt, a 1927 Zanerian Summer School student, enjoys practicing penmanship. Imitate her position and her "Penmanship Smile." Miss Nesbitt teaches penmanship in the new Junior High School, New Castle, Pa.

## GOOD POSITION IS IMPORTANT

Sit up, shoulders back.

First lean clear back in the chair, then lean forward until your body is about half-way between the back of the chair and the edge of the desk. Place the arms on the desk so that the elbows extend about one-half inch off the edge of the desk. Do not cross the feet.

First finger should curve gracefully and rest on the top of the holder directly back of the eye of the pen and

about one-fourth inch from where the pen goes into the holder. Second finger should curve slightly and rest underneath the penholder so that the penholder crosses at the base of the nail. The thumb should be placed against the left side of the penholder, and the end of the thumb should always be back of the end of the first finger. The third and fourth fingers should be doubled under in a natural position.

You may glide on the nails or on the flesh but not on the side of the hand. The knuckles should point up-

ward and not to the right. The holder should point toward the shoulder and cross at the knuckles at about 45 degrees. The arm should roll on the muscle below the elbow. The wrist need not be flat but should not be turned to the right throwing the hand out of proper position. The paper should be placed directly in front of the body so that if an imaginary line was drawn from the left nary line were drawn from the left corner of the desk the line would be parallel to the lines on which you are writing.



Copy 1. The direct compact or running oval is good to develop movement and freedom for beginners. A little of this work is good for professionals as well. As soon as you can make this exercise with a free motion and a light touch you are ready to go ahead with the next one. The teacher should count 1-2-3-4-5-6-7-8-9-10-20 to 100. Let the count be regular and soft at about the rate of 200 down strokes to the minute.

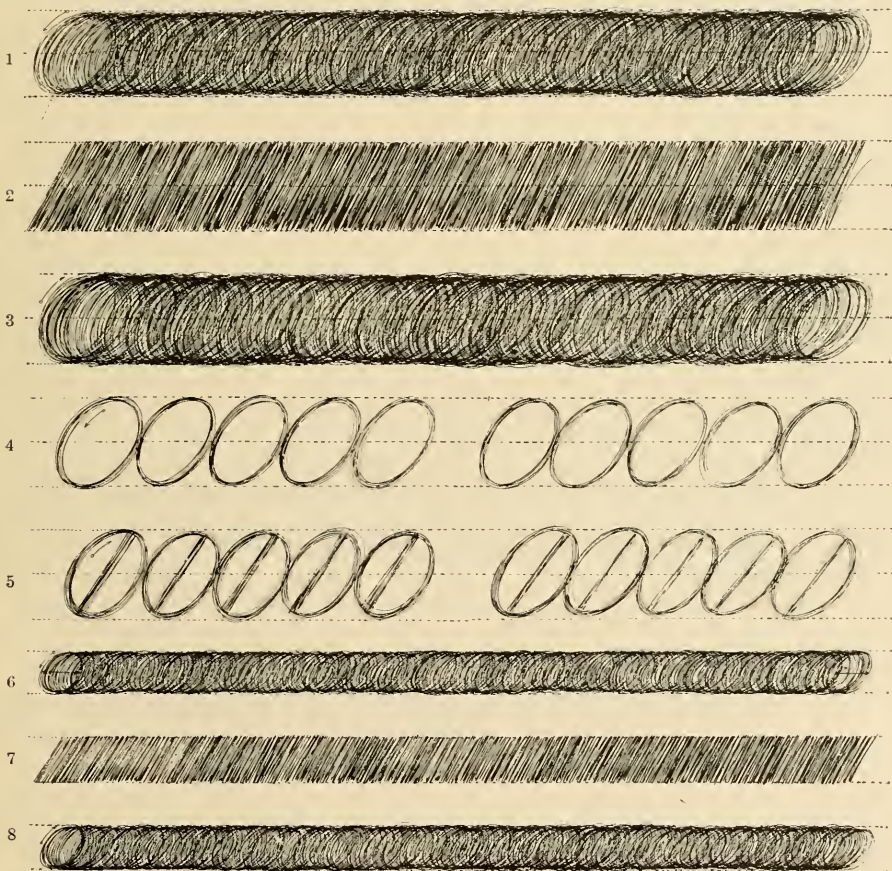
Copy 2. Push-pull exercise develops movement especially for loop letters. Let the arm glide in and out of the sleeve. The teacher should count the same for this exercise as for No. 1. Do not make a machine out of yourself in counting. The students should learn to write without the count as soon as possible.

Copy 3. The indirect running oval exercise is similar to No. 1. Be sure that you maintain a uniform slant through out. Try it again and again.

Copy 4. A little more skill is required in retracing an oval than in making the running oval. You should now pay more attention to the shape of the oval, getting it  $\frac{2}{3}$  as wide as long. Get 10 exercises on the line. The teacher should count 1-2-3-4-5-6 for each exercise. Be sure that you keep on the track and that each exercise rests on the base line.

Copy 5. Students who have trouble with slant will find it an excellent practice to make the straight line exercise first and then surround it with the oval. You may also try making the oval first, placing the straight line exercise in the center of the oval. Let this exercise be a drill on slant, keeping in mind freedom of movement.

Copies 6, 7, and 8. These exercises are the same as Nos. 1, 2, and 3, with the exception that it requires more skill to make them one space high. Watch quality of line and movement. Do not go too fast. Time yourself with a watch making about 200 down strokes to the minute. Learn to criticize your work. After making a line compare it carefully with the copy. Find wherein it differs from the copy and try to correct the mistake.





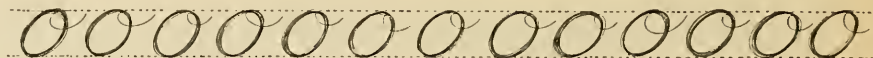
Copy 9. Do not spend more time on this exercise than is necessary to acquire control of the exercise one space high. See if you can rest each exercise on the base line and touch the head line also. Let each exercise touch the preceding exercise. Is your final exercise the same width as the beginning one— $\frac{2}{3}$  as wide as long?

Copy 10. Our object now is to learn to make letters. So far the work has been a preparation for making letters. This exercise is made the same as No. 9 except that it finishes the same as the O. This connects the movement exercises with the letter. Count 1-2-3-4-5-6-finish.

Copy 11. It is presumed that by this time you have mastered a free, easy, swinging motion. Our object now is to carry this motion over into the letters. Make the exercise the same as in No. 9. Follow it immediately with the letter O, then repeat. This exercise can also be practiced by making one exercise and two or three letters before repeating the exercise again. Sprinkle the exercise in between the letters, always keeping in mind that the letter must be made with the same speed and freedom as the exercise. It is not correct to make the exercise freely and draw the letter. Both must be made with the same easy swing. Let the teacher count: 1-2-3-4-5-6, capital-O, etc.

Copies 12 and 13. First make the letter a full space high. This will aid you in making uniform sized letters. After you have acquired a good letter one space high, reduce it to about  $\frac{3}{4}$  of a space high, the size of actual writing. In practicing this letter take up various things one at a time. You might work on the following points: Curve both sides evenly, curve top and bottom the same, end upward, rest each one on the base line, slant evenly. We would suggest that the teacher pick out various weak points from the student's work and discuss them one at a time. Count: 1-2, 1-2, etc.

9 

10 

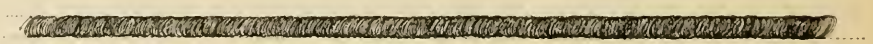
11 

12 

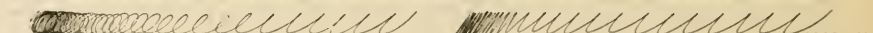
13 

Copies 14 and 15. Much good can be gained by making exercises various sizes. Too little attention is given to small exercises. Make these two exercises  $\frac{1}{2}$  space high. It would be well to try them  $\frac{1}{4}$  space high also. The speed on these exercises should be the same as the speed in the preceding exercises, 200 down strokes to the minute, and the count is therefore the same as Copy 1.

Copy 16. Begin this exercise with the oval gradually running into an i. In the first exercise stress the rolling motion, producing a rounding turn. In the second exercise stress the down stroke. The count should be the same as copies 1 and 2. In counting it is well to change from a numerical count to a descriptive count. If you want to stress light line, substitute the word light or light line.

14 

15 

16 

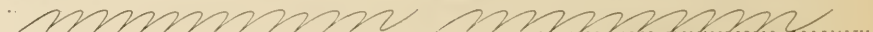
17 

18 

19 

20 

21 

22 



Copy 17. This exercise is similar to 16. Stress movement in these exercises. Of course, be sure to get the tops sharp and the bottoms rounding.

Copy 18 should be easy after mastering 16 and 17.

Copies 19, 20, 21, and 22 are intended to develop the over turn. They should be worked the same as exercises 14, 16, 17 and 18, excepting that we stress the over-motion. See what nice rounding turns you can secure at the top and be sure to make points at the bottom. The teacher can help the class by using a rhythmical count. There are special penmanship records which are helpful to both teacher and pupil.

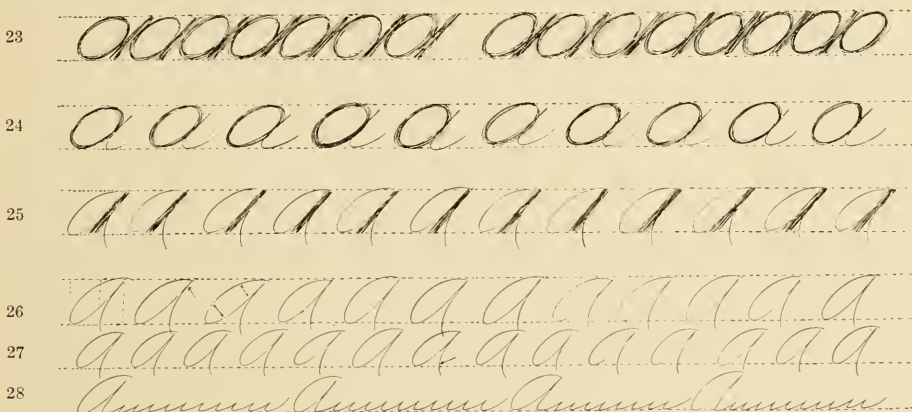
Copy 23. We are now ready to take up the letter A. If the student can make the letter well, it is not necessary to work on the preliminary exercises since these exercises are given only to help develop the A. Copy 23 should be made without raising the pen excepting where it is necessary to dip ink or where you are getting out of position. Count: oval 1-2-3-4, down 1-2-3-4, etc.

Copy 24. Make the oval and finish same as the letter A. Count: 1-2-3-4-5, finish.

Copy 25. This is one of the best exercises for the A. Count oval, 1-2-3-4-5-finish. This emphasizes the retrace. It is especially good for those who have trouble in making a loop in place of a retrace.

Copies 26 and 27. First of all make a legible A in a free, easy manner. The first letter is shown in a square. This gives you an idea of width. In the second letter we call attention to the retrace. In the third letter study the shape of the body. It is as wide practically at the top as at the bottom. Always have a definite goal in mind. The teacher can help the class much in directing the attention to various parts of letters. First explain to the class how the letter or part should be made. Then have each student try to master that one point. One thing at a time and you will make progress. Count: 1-2, 1-2, etc.

Copy 28. In this exercise the overturn movement predominates. Glide along with an easy rolling motion. You will notice a uniformity of size of turns. Even the turns in the Capital A are about the same as in the small letter exercise. Follow the count: capital-A, 1-2-3-4-etc.



## Showy Business Writing in Ten Acts and Fifty Scenes

Written, Produced and Directed by C. SPENCER CHAMBERS, LL. B., Supervisor of Penmanship,  
Syracuse, New York, Public Schools.

### ACT VII SCENE I

This scene is an application of the combinations used in the last scene of the previous act.

Pronounce each letter in the word as it is being written, avoiding an abrupt pause after each letter.

This scene was written at the rate of eighty letters a minute. Keep well in mind that movement without form is of but little value.

After the required number of good letters is accomplished, write a page of the sentence given in the last scene. (September issue of the Business Educator.)



1 *pippin pippin pippin pippin*  
 2 *pumps pumps pumps pumps*  
 3 *plump plump plump plump*  
 4 *popper popper popper popper*  
 5 *pepper pepper pepper pepper*

ACT VII  
 SCENE II

- No. 1. To lift or not to lift, that is the question, in making t's. For the student it is advisable to keep the pen on the paper until the letter is completed. For the highly skilled a lifting can be made which produces a much clearer cut letter.  
 In this line the pen was lifted after the right curve was made and caught with the down straight stroke, while in the second the pen remained on the paper until the letter was completed.  
 Count ten for the "push and pull" and ten for the five uncrossed t's.
- No. 2. Count two for each uncrossed t and three for the terminal t. In every t there is an eye except in a terminal t.
- No. 3. The horizontal crossing of the t is cut into equal parts by the down stroke. Umbrella crossings are the earmarks of a novice, therefore, make short crossings.  
 If you have twenty minutes to practice put ten of it on this copy. Count seven slowly for the six incompleting letters; then cross and dot.
- No. 4. Count eight for the incompleting letter group. Uniform slant is necessary here to put one in a professional class.
- No. 5. Close the a so as not to give it an u appearance. Count three for each combination.
- No. 6. Straighten the back of the e or there will be a failure in the slant, when compared with the t. This is an excellent group for spacing. Count two for each combination.
- No. 7. The o must be joined to the t with a lateral curve, to get a "clear cut" combination. Count three for each combination.

Write: Toto tittered and stuttered at tea.

1 *lllll llll llll llll llll*  
 2 *lllll llll llll llll llll*  
 3 *tititi tititi tititi tititi tititi*  
 4 *tutut tutut tutut tutut tutut*  
 5 *tatat tatatat tatatat tatatat tat*  
 6 *tetete tetete tetete tetete le*  
 7 *tototo tototo tototo tototo tot*

ACT VII  
 SCENE III

Not only is this scene given that the combinations of the previous scene may be applied in words, but that the s may be practiced as a terminal letter.  
 Eighty letters a minute is required in this scene.  
 Do not sacrifice form for speed.  
 Review sentence in Scene II, Act VII.

1 *timers timers timers timers*  
 2 *tuners tuners tuners tuners*  
 3 *state state state state states*  
 4 *daters daters daters daters*

ACT VII  
SCENE IV

- No. 1. This is the last scene of small letter combinations.  
Entertaining penmanship is not always profitable, therefore, the muscular movement exercises, the quack's panacea for all ills, have not been given to you. Muscular movement fans, windmills and birds have been "given the air", and in their places have been given the difficult combinations which must be mastered to become a penman.  
The day for red fire and noise is over in the penmanship world, and the high pressure vendor of penmanship has written his own obituary in the words "they found me out."
- No. 2. From time to time test your d's by placing a blotter over the top of the letters, striving to make a perfect group of a when so treated. Close the a part of the d.  
Count ten for the exercise and seven for the three d's.  
Count three for each letter.
- No. 3. Pull all down strokes toward the center of your body to avoid a round joining. Count four for each combination.
- No. 4. The second point of the u is as high as the first. Count nine for the group.
- No. 5. This is the most important line in the scene. Size the work, using the blotter to test the groups. If a test, as mentioned above, shows a group of four a's, pass on to the next group.
- No. 6. Count seven for the group. All the e loops must be open.
- No. 7. Count nine for the group. The sentence for practice is: He did daring deeds during the day.

1 *dddd dddd dddd dddd*  
2 *dddd dddd dddd dddd ddd*  
3 *didid didid didid didid idid*  
4 *dudu dudu dudu dudu dudu*  
5 *dada dada dada dada dada*  
6 *dede dede dede dede dede dede*  
7 *dodo dodo dodo dodo dodo dod*

ACT VII  
SCENE V

This review has in it many terminal t's, the closing strokes of which are curved. Make the t and d the same height.

After practicing these six words, write the sentence in Scene IV, Act VII several times, comparing it with your previous work.

1 *dint dint dint dint dint dint d*  
2 *duds duds duds duds duds duds*  
3 *darn darn darn darn darn d*  
4 *dart dart dart dart dart dart*  
5 *dear dear dear dear dear dear*  
6 *don't don't don't don't don't don't*

CURTAIN

Miss Alice Parkman, for several years with the Hackensack, N. J., High School, is a new commercial teacher in the State College for Teachers, Albany, N. Y.

Miss Pauline St. Germain of Fitchburg, Mass., is a new commercial teacher in the Lunenburg, Mass., High School.

Mr. Erwin M. Keithley of Palmyra, Wisconsin, will teach the coming year in the Racine, Wisconsin, Vocational School.

Mr. Charles F. Schoffstall is a new commercial teacher in the Shamokin, Pa., High School.

Miss Marion E. Smith, last year commercial teacher in the Port Jervis, N. Y., High School, is to teach in the Waltham, Mass., High School the coming year.

Mr. L. S. Sorbo of Norfolk, Va., and Miss Edith Rodgers of Adamsville, Pa., are two new teachers in the Troy Business College, Troy, N. Y.

Mr. Irving B. Phillips, recently with the College of Commerce of the University of Illinois, is a new teacher in Marshall College, Huntington, W. Va.

Miss Emelyn Gross of New London, Conn., will teach the coming year in the Allen School of Commerce, Troy, N. Y.

Miss Annie M. Wiley of Bowling Green, Ky., has recently accepted a position to teach in the Commercial Department of the Portsmouth, Va., High School.

Miss Corinne Davis of Gloucester, Mass., is a new commercial teacher in the Collinsville, Conn., High School.

*Students' Page*

PRIZE WINNING SPECIMENS IN THE NATIONAL ASSOCIATION OF PENMANSHIP  
SUPERVISOR'S CONTEST — Philadelphia — April 27th, 28th, 29th, 1927

Contest No. 2—EIGHTH GRADE GIRLS—Specimen written by Louise Browne, Binghamton, New York. First Prize.

*Four score and seven years  
ago our fathers brought forth  
upon this continent a new  
nation conceived in liberty*

Contest No. 2—EIGHTH GRADE BOYS—Specimen written by Attilio Monoca, Newark, New Jersey. First Prize.

*"Four score and seven  
years ago our fathers brought  
forth upon this continent, a new  
nation, conceived in liberty and*

Contest No. 3—HIGH SCHOOL GIRLS—Specimen written by Helen Shriner, Columbia City, Indiana. First Prize.

*Four score and seven years  
ago our fathers brought forth  
upon this continent a new nation  
conceived in liberty and dedicated  
to the proposition that all men*

Contest No. 3—HIGH SCHOOL BOYS—Specimen written by Swanhild Iverson, St. Paul, Minnesota, First Prize.

*Thirteen and seven years ago  
our fathers brought forth on this  
continent a new nation, conceived in*



Zaner Pen and Ink Club, Red Lion, Pa. High School. Miss Carrie C. Smithgall, teacher and sponsor, is in the middle front row. Mr. J. K. Grimes, Supervising Principal, made, developed and printed the photograph from which the above was reproduced. Each one of the young people won Zaner Method Penmanship Certificates.

#### SUBSCRIPTIONS

Now is the time to secure clubs for the *Business Educator*. The more subscriptions you send, the better we can make the magazine.

Mr. Bernard A. Shilt, for several years commercial teacher in the High School at Olean, N. Y., has recently accepted a position with the Hutchinson Central High School, Buffalo, N. Y.

Mrs. A. E. Fuller of Holley, N. Y., is a new commercial teacher in the Academic High School, Auburn, N. Y.

Mr. Rex Westen, recently head of the commercial work of the High School at Winona, Minn., is now teaching in the Lansing Business University, Lansing, Mich.



The above happy Zaner Method Certificate winners are 8A pupils in the Rozelle School, East Cleveland, Ohio. Miss Jessie McCurdy, the teacher, is shown at the right. Miss McCurdy and Miss Della Freeborn, the principal, both believe in good handwriting.





## Supplementary Business Writing

By C. C. LISTER, Maxwell Training School for Teachers, New York City

How to induce students to make application of their writing skill is a question that is taxing the minds of teachers as much as methods of teaching handwriting do. The principle involved is one that relates to every line of endeavor from infancy to old age. A child knows that it should eat with a spoon, but it persists in cramming its mouth full of food with its hands! And the adult seldom lives up to his ideals either. So it is not surprising that students left to their own impulses, resort to scribbling as a means of ready expression. If this impulse is unrestrained, scribbling naturally becomes their habitual writing.

### A SUGGESTION TO SUPERVISORS AND TEACHERS

The Syracuse Sunday Herald has been received in which a large photograph of a penmanship class under the instruction of Miss Ethel Wise was published. The occasion for publishing the photograph was that a large number of students had been awarded penmanship certificates. Mr. C. S. Chambers, Supervisor of Writing takes advantage of opportunities of this kind to bring penmanship before the public.

It is a good idea for all teachers and supervisors to advertise penmanship.

### ANOTHER ZANER-BLOSER REPRESENTATIVE

We recently received a card from Mr. and Mrs. J. Huntly Sinclair, Goshen, Gysboro County, Nova Scotia, announcing the birth of Alice Louise Sinclair, July 22, 1927.

Mrs. Sinclair was formerly Miss Florence Kochler who attended the Zanerian in 1924, and who later represented the Zaner-Bloser Company in New Mexico and Arizona for a couple of years, previous to her marriage to Mr. Sinclair.

THE BUSINESS EDUCATOR join in with the many friends of Mr. and Mrs. Sinclair in hearty congratulations and best wishes.

### COOPERATION

The Findlay, Ohio, Morning Paper contained a fourteen inch write-up regarding the penmanship work achieved in the Findlay Public Schools under the supervision of Mrs. Mina Lucas. Mrs. Lucas is fortunate in being able to secure the cooperation of the newspaper. For this cooperation is indeed a big help in getting the public interested in penmanship work.

Over one thousand penmanship certificates were issued to the pupils of the Findlay schools. We congratulate Mrs. Lucas and her corps of teachers.

## MENTAL MEANDERINGS

By CARL MARSHALL, Route 1, Box 32, Tujunga, Calif.

**Does The Boy Prophecy The Man?**

It has been somewhat more than a half century since I began to know boys and girls as a teacher. I have kept track of a good many of them after they grew up. The boys who were from twelve to sixteen when they went to school to me in the seventies, are now in their middle sixties. And the aspiring young folk with college or teaching ambitions, who attended my academic or normal classes in the eighties and nineties, are hardly less elderly.



In knowing so considerable a number of these pupils as children, youths and grown-ups, I feel that I have had a rather unusual opportunity, of observing how for boys and girls are prophetic of what they will be as men and women. It has been around seventy-five years since J. G. Holland, writing under the pen-name of Timothy Witcomb, wrote his meaty and helpful book, "Letters to Young Men." A thoughtful mother made me a present of this book on my sixteenth birthday. In dutifully reading it, I came across this startling statement: "What a boy is at sixteen, he is very likely to be at forty." At first, I was inclined to doubt it. Although I was at an age when my self-complacency had as yet, received but a few jars, I knew enough about myself to realize that I was very far from being what I would like to be and hoped to be as a man. But Timothy backed up his statement with so many citations from biography, including men both famous and infamous, that I began to fear that there might be more truth in it than I had thought for, and seriously decided to mend my ways before it was everlastingly too late.

My later and extended observation of boys and girls, and the men and women they grew up to be, have convinced me beyond question, that the wise Timothy was mainly right. So true is it, that I cannot at present recall a single case of a lazy, sneaking rascalship of a boy, who did not grow up to be a rotter or a nincompoop, or both. Of course, I have encountered many prankish and irresponsible boys who turned out to be pretty fair fellows, though boys and girls of this type seldom rose above mediocrity. It has not been my experience, that mere mental or scholastic brilliancy is reliably prophetic of future success or eminence. I can recall a number of such pupils who

afterward, "went all to pieces" through lack of dependable character and winning personality. It is high and enduring integrity of soul and inflexible pride of character, rather than brilliancy of mind, that make for great manhood and womanhood. One of the most brilliant young fellows who ever faced me in a classroom. I came across years afterward, as a "barker" for a side-show in a cheap circus. A pretty girl of thirteen was the star pupil of a country school. I taught back in the seventies. We all predicted great things for her. But she was vain, frivolous and cold-hearted. She drifted to town, became a popular milliner, acquired a shady reputation, was a correspondent in a divorce case, later, became a street-walker, and died in the Bridewell. No mere scholarship can avert such tragedies. The causes lie deeper, but I should know better now, than to predict success for such a girl.

But while mere schoolroom brilliancy alone does not assure future safety or success, it is true that the greater proportion of "good scholars" get their rating through the possession of a strong will power, and self-control, that not only bring them schoolroom success, but keep them on an even keel afterward.

The chief concern of every home and every school, should be the elevation of the ideals of conscience, manliness and decency in the soul of every boy, and making the heart of every girl fragrant with the heavenly essence of gentleness, modesty and purity. It is the warped sapling that makes the crooked tree.

**The Tragedy Of The Wrecks**

A group of social surveyors in Chicago, have been trying to find out the reason for the many martial shipwrecks that keep the divorce courts of that strenuous city so busy trying to salvage them. They have arrived at the same conclusion that was reached some twenty years ago by the Department of Sociology of the Chicago University, which tackled the same problem. About nine tenths of the young martial adventurers go on the financial rocks.

Most of you, may recall the answer of the thrifty and hopeful Widow Bardell, when the innocent Mr. Pickwick asked her if she thought it was more expensive to keep two people than to keep one. "That depends,"

said the widow, "on the persons, Mr. Pickwick, and whether they are careful and prudent persons, Sir."

Doubtless, that answer still holds true. If the folk who set out to reduce expenses by a matrimonial co-partnership are really "careful and prudent" and, perhaps somewhat unselfish, as well, they are quite likely to make a go of it. The trouble is, that as the report shows, at least nine out of ten of the adventurers, are not in the least, that kind of folks. They belong to the class who "want what they want when they want it" and are just going to have it, regardless of consequences. In truth, that is mostly why they marry at all. Neither statistics, nor survey reports, nor any or all of the several varieties of common sense, are likely to have any restraining effect on such people. When they are "hell-bent to get married" to quote one of Joe Lincoln's characters, they are not to be held back by any such silly devices as addition and subtraction. They embark on a shoe-string capital, cheerfully counting on the installment plan sharks to give them the comforts of bungalow life on a shanty income. With the quickly waning honeymoon, comes Old Man Trouble with his unpaid bills, and the turtle dove flies through the window and hies him for a more congenial climate.

And so the divorce mills grind merrily on, and neither the outgoing nor the incoming grist of nitwits that come to the hoppers either learn or care anything about the great principle of THRIFT that might have provided a safe ballast for their wrecked crafts.

### WORLD'S SHORTHAND CHAMPIONSHIP RESULTS

Cup Permanently Awarded To Mr. Dupraw. The World's Shorthand Championship results were announced last night at San Antonio, Tex., where the contest was held under the auspices of the National Shorthand Reporters' Association. The winner, a graduate of the High School of Commerce, New York City, where he learned Gregg Shorthand, was first on the 220 words a minute literary matter test making but 7 errors. Mr. Martin J. Dupraw was the only one to qualify at the 260 words a minute test. Jury Charge making forty errors and on the 280 words a minute test he was second with twelve errors.

Mr. Charles Lee Swem, twice world's shorthand champion, and formerly Official Reporter and Stenographer to President Wilson, was first on the 280 words a minute test making but ten errors and was second on the 220 words a minute test making twenty errors. Mr. Nathan Behrin was third making thirty errors on the 220 words a minute and twenty-two on the 280 words a minute test. The championship therefore went to Mr. Dupraw who becomes the permanent owner of the trophy. Mr. Dupraw has won the contest three times, is the present New York State Champion and last year won the Open Southwestern Shorthand Championship. The only other contestant to qualify on any of the tests in San Antonio was Miss Helen Evans of The Gregg School, Chicago, Miss Evans qualified on the 175 words a minute test with but nineteen errors.

# JOHNNY the HOOKEY PLAYER

By C. R. McCANN, McCann School of Business, Hazleton, Pa.

His father could do nothing with him; his mother could do nothing with him; but the teacher was expected to make a man out of him when he went to school.

A great many parents today think that all the correction of the boy should be in school. "Just wait until you go to school. Your teacher will take care of you," is the common expression heard in many homes when Johnny takes it into his head to become obstreperous.

The subject of this little sketch is just like hundreds that are found in the homes today. Johnny Simko "Ruled the roost" when he was home and the older he became the more persistent he became in the Grade School. He was bright enough but he would not study and all the coaxing in the world would not change him if he wanted to be "bullish." Johnny learned that his teacher in the Sixth Grade was an easy mark. She had been teaching for about twenty-five years and learned that the easiest way was the best way with boys of this nature. Johnny soon found out that he could skip an hour or so and not be found out. In a short time he was the champion "hookey-player" in the entire school. He was the talk of the town and the Truant Officer — as he was known in the days when it meant something — had his troubles. Johnny averaged three days a week — playing truant.

It was a rainy afternoon in August — for there are rainy afternoons in this month, especially if "Mary went over the mountain." Johnny and his mother came into the office of the Principal of this little, lowly, oft-despised Business College — a name that has vanished like a good many other things in educational circles; but that is not what I started out to tell you — and asked if the teacher could do anything with this boy, reciting his history amid sobs and tears, much to the chagrin of Johnny. After listening to the story, the Principal said that Johnny should come to school but that he should not treat his teacher as a teacher but as a big brother.

In due time Johnny arrived and it was to be seen that he did not like it; but as there was a careful check on the time he left home and the time he arrived in the school room, Johnny had a pretty hard time of it. The teacher was a sort of an actor, as most of them are in the school room, and Johnny soon began to like him because he was a big brother to him. Soon he was telling the teacher all about his hobby of trapping animals. It seems that the mentor had been

born in the country and as a result of this could tell some mighty interesting stories of how this rabbit got away from his traps and how he found a skunk in his box-trap one morning when he thought he had a rabbit; and the consequence was that the teacher's mother did not let him come in the house to eat or sleep for a week. All these stories fired Johnny with determination to be the best trapper in the region and before the winter was over he had the reputation of being as good as old Pete Berry, the champion trapper of the county.

During the class in Penmanship one morning the teacher noticed that Johnny was paying particular attention and doing very good work. The teacher was walking among the students to see just what they were doing — there are still some teachers who take an interest in the student's work — but to the consternation of Johnny, the teacher held his specimen up so all could see the beautiful movement. From that day, the teacher never had a speck of trouble from Johnny. Shortly afterward, the class took up Show-Card Writing and Johnny was soon the best — he took to it like a duck takes to water. In a few weeks, he was bringing work in from the outside and doing it during school hours. The teacher sent away and got courses for him and helped him in every way possible. It is true that he did not do so much with his Bookkeeping Course but he found something that he liked.

One day the teacher asked Johnny how many days he had played hookey since he had been attending the Blank Business College. In checking up it was found that only one day had been missed in ten months and that day, he helped his father do some necessary work. One morning, however, he was among the missing and when ten o'clock arrived, the teacher was beginning to think "the jig was up" and that Johnny had broken out again. Soon who should come in the room but Johnny—all smiles. The teacher greeted him with "Good Evening, Johnny," asked him where he had been all morning.

"I changed to my other clothes and forgot my car-fare," replied Johnny with a grin.

Here was a champion hookey player who walked FIVE MILES to school. He did not turn back and stay at home the whole day just because he forgot his money for car fare. There are other Johnnies in school today who take an interest in these men of action.

Johnny could draw a picture of a

person fairly well and he asked his teacher if he could go to an Art School. Here was another problem, Johnny did not have any money—neither did his father. If one is really in earnest, however, to get something, he'll get it if he has "to move Heaven and Earth." Johnny finally landed in one of the Art Schools in New York City and found that he could help pay his way with his Business College course by working during his spare time in the office of the college.

After three years in school, the old teacher was surprised one day to find Johnny and another young fellow with him in his office.

"Hello, Professor," said Johnny with his usual smile. Why boys and girls call the teacher Professor is beyond the ken of the old teacher but some like it and let it go at that. Every person who doctors corns, bunions, dances the "light fantastic toe," hair dresser and what-not is called Professor but that is neither here nor there which means that the bigger the teacher is the more common he is and the less he desires to be called Professor.

"Bless my heart if it isn't my old friend Johnny Simko," replied the old knight of the school room. "Tell me," he continued, "how you made out at the Art School in New York and all about yourself."

"Well, after I graduated from the Art School, I got a job on a newspaper as a cartoonist and then I drifted into the magazine work and am making a big thing of it but that is not what I came here for," was the answer from "Johnny the Dauber" as he was called by his pals.

"Well! Well! Well!" meditated the old teacher audibly.

"Yes, and I'll never forget what you did for me," continued Johnny, "when I used to play hookey in the Public Schools and you had faith in me, stopped my hookey playing and made a man out of me and put me on the road to success."

The old teacher's eyes filled with tears for even teachers have softening of the heart once in a while; it is so seldom that they ever get any praise not even from the school-boards but that is to be expected.

"Good for you Johnny," said the teacher, "we teachers very seldom get a pat on the back that when we see you boys making good after everybody had said that you were on the road to ruin, my heart overflows with goodness and mercy toward those who have been under my instruction."

"One of the reasons why I came here today," replied our young friend, "was that while I was home on my vacation, I found this young lad with me in the same pickle as I was in several years ago. I was the champion hookey player of the town then, but they tell me this young lad here

(Continued on page 31.)





DR. FRANK N. FREEMAN,

Professor of Educational Psychology,  
University of Chicago

(Outlines for Grades 1, 2 and 3 for Sept.,  
Oct. and Nov. were published in the  
Sept. issue.)

#### OUTLINE OF GRADE IV

**Aims and outcomes.**—Grade IV represents a turning point in the child's training. As a result of his general physical and mental maturity and of the training which he has previously received he is now ready for rather intensive drill. The object of this drill is to refine and perfect his writing habits. All of the fundamental forms of writing have been introduced. Writing as a means of expression has been established. It is now safe to carry on a certain amount of intensive drill which is not closely related to the subject matter or meaning. There must not be a complete separation, however, between meaning and drill. Self-criticism should be increased and the child should give more attention than before to the exact measurement of the quality of his writing.

**Writing materials.**—The same type of pen and paper should be used as in the third grade. The paper may be ruled with lines three-eighths of an inch apart.

**Size and style.**—The size of the writing may be somewhat reduced and the style may somewhat approach that of more mature writing.

**Content.**—The necessity for intensive practice and the characteristics of good writing may be brought home to the child by making these matters the subject of the text material which he writes. Such sentences as the following are appropriate: "The pen is grasped lightly." "The pen moves freely and easily." "The wrist is held nearly level." "The paper is tilted somewhat to the left." If the class is sufficiently independent the pupils may investigate the subject and formulate sentences of their own which deal with characteristics of good handwriting. As the child grows older the necessity of selecting vocabulary

which is within his experience is not so great, but still the words which he practices should be chiefly the most common words and the ones which are appropriate to his stage of maturity. The exercises may consist, to a limited extent, of the customary ovals and "push and pull" exercises but they should include also individual letters and many examples of spaced letter exercises. Such an exercise consists of writing the same letter with a connecting stroke but spaced two or three times wider than is usual. A good deal of special practice may be given to capitals.

**Correlation.**—Emphasis should continue to be given to correlation of both types, namely, using material from other subjects in the writing periods and supervising and checking up on the pupils' writing in the other subjects.

**Emphasis in method.**—As already indicated there should be considerable increase in the emphasis upon drill in this grade. This should include exercises for the development of free rhythmic movement. This movement may be developed in part by the use of counting and in part by formal drills. Counting should be done not only on the formal drills but also on the simpler letters and letter combinations. Counting may be by numbers or descriptive count. Writing instruction should be individualized either by grouping according to ability or by some form of individual attention or individual instruction.

#### OUTLINE OF EXERCISES FOR THE FIRST THREE MONTHS

**First week.**—The sentences which are given for practice in this and the following weeks summarize the important facts and principles concerning the methods of good writing. The sentences for this week bring out the need for training in the development of any act of skill. Two sentences are "The ball player needs training"

and "The pianist is given training." Give these sentences to the pupils first and let them write them without comment. After the summer vacation their writing will have deteriorated somewhat and they will recognize the need for improvement. They will then be prepared to discuss the need for training in the development of acts of skill in general and in particular in the case of handwriting. Use the sentences as a basis for a review exercise.

**Second week.**—The sentences for this week are "You should write well in school" and "The writer must have training." These sentences are to be used in the same way as those for the first week. After the class discussion about the need of training the pupils may summarize the conclusions in a sentence and use it also for practice.

**Third and fourth weeks.**—The pupil's attention is now directed in each week to some specific aspect of writing which should be improved by training. For these two weeks the aspect is position. The paper may be headed by the word "Position" and the sentence for practice is as follows "One must always take the right position by sitting well back in his seat." This and each of the other principles should be discussed so that its importance and reason is appreciated by the pupils. After practice upon the sentence particular letters should be singled out for special drill. Begin with the o and use the retraced oval drill and then the capital O. This may be followed by retraced drill with the small o's connected and spaced widely apart and then with a series of o's without retracing. This practice is to be followed by a few letter combinations and words, as follows: os, on, th, ak, ba, ri, ack, and eat.

**Fifth and sixth weeks.**—The sentences for these weeks also deal with position. They are as follows: "All backs should be straight" and "All

For Grades Four, Five and Six

By FRANK N. FREEMAN,  
Author of Correlated Handwriting

Weekly Outlines for  
September and October, 1927





ways hold your head up." These sentences give opportunity after practice on the sentences themselves and for practice on the capital and small letter a. Following this practice may be given on the combinations ac, ar, ai, ad, al, and ea.

**Seventh and eighth weeks.**—The sentences for these weeks are: "Can you keep both arms on the desk" and "The left hand holds the paper." Introduce the special practice by the re-traced oval and then develop the capital C. Follow this by a succession of small c's and then by the letter combinations ic, ec, bi, bu, be, ca, co, cr, cl, ch and ck. Finally, practice should be given to the digits, both in ordinary sequence, and in column formation, and to the word "Thanks-giving." The digits should be practiced from time to time not only in this lesson but in the following ones. The examples which are used in the number periods should be practiced in the writing periods.

#### OUTLINE FOR GRADE V

The aim of the practice in Grade V is a refinement of the skill the foundation for which has been laid in Grade IV. The pupil's style should become matured, his writing may well be somewhat more compact and he should develop an appreciation of the general value and uses of writing in the school and outside the school. This appreciation may be gained by a study of the uses of writing inside and outside the school.

**Writing materials.**—The writing materials are the same as in Grade IV.

**Size and style.**—The writing may be a little smaller than in Grade IV and perhaps a little more compact. It should begin to take on some individuality and maturity in appearance.

**Content.**—Two types of content are suitable for Grade V. In addition to the subject matter drawn from the other subjects, as in the case of each grade, it is appropriate for the pupils in Grade V to gather together specimens of forms and examples of writing which are used outside of school. Such uses as appear in addressing envelopes, writing checks, making out money orders and deposit slips will be found useful. Examples will be given in the exercises. They may be supplemented by special projects carried on by individuals or by the class as a whole.

**Correlation.**—Specimen forms of correlation will be illustrated in the exercises. These should be supplemented by examples drawn from the work of the particular grade.

**Emphasis in method.**—The method which is pursued in Grade IV is to be continued. There is some emphasis upon formal drill. Formal drill should be introduced as the occasion is presented by the recognition of the need for improvement on the part of the pupil. There should be an em-

phasis upon the development of rhythmic fluent movement and style of writing. Emphasis should further be given upon the analysis and self-criticism directed by the pupil toward his own writing.

#### OUTLINE OF EXERCISES FOR GRADE V

**First week.**—This week should be devoted to a review and to practice on some of the drills such as were used at the beginning of Grade III. Review sentences from Grade IV may also be used. Such a sentence is "We learn by trying over and over again" or "Each time we try we try to do a little better."

**Second week.**—The text for this week introduces the general subject of a series of exercises in this grade. It is as follows:

#### HOW WE USE WRITING

During September Miss Ellis (the teacher's actual name may be substituted for this), the fifth grade teacher, asked the class to find out ways in which people use writing and report them to her. Here are some of the reports.

This is a continuous text which offers opportunity for the study of particular words or letters and for the study of arrangement on the page. The arrangement includes the spacing from the top, spacing between the heading and the text and the margins. Special types of errors may be analyzed, such as faulty position, movement or form. Particular days may be taken to concentrate on particular faults.

**Third week.**—The text for this week may be as follows: "Handwriting is used in school in learning many school subjects, such as spelling, language, arithmetic, history, geography, and science. Reported by James Wilke." An actual report of a somewhat similar nature may be made by one of the members of the class and substituted for this text. Special practice may be given to difficult parts or to certain aspects of the writing. Capital letters may be practiced by using a descriptive count. Formal exercises such as ovals may be introduced to develop lightness and freedom of movement.

**Fourth and fifth weeks.**—The text for these weeks illustrate the use of writing in language. It is as follows:

#### LANGUAGE

James Will

Grade V

This is the correct way to use words "saw", "who", "did", "sit", "teaches", "learn."

I saw the runner win the race but did not know who he was.

Give practice in the correct use of these words by having children compose sentences in which they are correctly used. Have all the sentences and the headings written to give practice in general arrangement and

spacing. Spend a day practicing the new capitals L, G, T, and I. Find appropriate formal exercises to go with these letters. To develop free movement have the words "use" and "win" written to count.

**Sixth and seventh weeks.**—Use the following sentences illustrating correct usage. "Mary did as she was told to do", "Sit in a good writing position", "Mother teaches me to be polite", "I am trying to learn to write". Emphasize the correct usage and form. Give some practice upon the straight writing of the sentences calling attention to the general faults. Give special practice on the capitals M and S. Make as an object of special study the evenness of alignment of the tops and bottoms of the one space letters. Have the pupils draw a pencil line to see how many letters are not the right height.

**Eighth week.**—The following passage may be used to represent a pupil's report. "I found a sign in the post office which tells how important good writing is in addressing letters. The sign directed 'write legibly the complete name, post office, street, and number. The sender should write his name and address in the upper left corner'. Let pupils try to find and bring to the class signs or forms which emphasize good writing. This continuous writing gives opportunity for the study of general qualities such as neatness, spacing, evenness and size of letters, uniformity of slant. Uniformity of slant may be tested by drawing straight lines through the tall letters and then counting the number of letters which differ noticeably in slant from the majority. Let the pupils practice for a time giving special attention to this one item. Give some special practice also to the capital letters.

#### OUTLINE FOR GRADE VI

**Aims and outcomes.**—The aim in Grade VI should be the completion of the general elementary school acquirement in writing. With the coming of the junior high school, handwriting is no longer required of pupils beyond the sixth grade. The aim should therefore be to reach a reasonable standard for general use by the end of this grade. During the course of the year the pupil's efforts should be stimulated by a recognition of the use of writing not only in the every day life of all persons but also in particular vocations. The work of the grade may then center in a study of the use of writing in various occupations. These occupations, of course, are mainly the clerical occupations. The child should in this grade develop sufficient self-criticism and watchfulness of his own writing to enable him to maintain a satisfactory quality of writing after he completes the grade, even though he does not continue formal practice.



**Writing Materials.**—Writing materials are the same as Grade V.

**Size and style.**—The writing may become a little smaller and possibly a little more compact.

**Content.**—The content includes the material drawn from the other subjects which are studied and also materials drawn from various vocations, particularly the clerical occupations. The texts which are suggested may be supplemented by materials gathered by members or committees of the class from the community in which they live. Practice in ordinary script may be supplemented by practice in lettering.

**Correlation.**—Correlation is to be continued as before.

**Emphasis in method.**—There is no new emphasis in method.

## OUTLINE OF EXERCISES FOR GRADE VI

**First week.**—This week may be spent in review. Review may begin by writing a sentence drawn from the fifth grade such as the following: "Can you write this sentence in two minutes with an easy movement and with a quality of handwriting which is equal to the standard for the fifth grade?" Each pupil should examine his writing from the point of view of speed and of quality. The text should be written in two minutes. The quality should be upto the standard of Grade V. The pupil's position should be inspected to see whether it is satisfactory. Each pupil should remind himself of the chief characteristics of good writing and should examine his own writing to see whether they are to be found there.

**Second and third weeks.**—The text which is suggested for these weeks is the familiar one entitled "Salute the Flag."

## SALUTE THE FLAG

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all."

Be sure that the pupils understand the meaning of the words in this pledge and of the sentence as a whole. As this text is written on successive days attention may be given each day to some one characteristic. For example, the following may be studied. Smoothness and lightness of line, regularity of slant and alignment, proper spacing between lines, words and letters and letter formation. Appropriate exercises should be suggested to correct the faults which are found.

**Fourth week.**—This week is devoted to practice on the first progress exercise for the year. This exercise is devoted to writing letters and words. The words are chosen largely because of the commonness of their use and because they represent most frequent writing problems. The letters and words are as follows: i, t, it, o, to, a, at, n, in, on, not, d, and, e, h, he, the, that, r, or, f, of, for, and are. Each child should write this progress exercise at satisfactory quality and speed before going on to the next progress exercise. If all of the progress exercises are completed the child will have satisfactorily completed the course. If the individual method is used pupils may be allowed to do the exercises each at his own rate of speed.

**Fifth and sixth weeks.**—The text for these weeks illustrates the right use of words. The heading should be "The Right Use of Words." The following sentences contain examples of words which are most commonly misused: "There were some lilies on the pond." "Our baby has no teeth." "There was no room for us." "Will

you teach me how to write?" "Tom said he saw William and me." "She and I went to the store." "I wish I had one of those apples." The use of these words should further be illustrated by sentences produced by the pupils. Many opportunities for special practice are offered by these sentences. They contain a number of capitals. They illustrate arrangement on the page. They may be used as the basis for the study of regularity of slant or of alignment or of letter formation. In each of the exercises to be given special practice should be given to the features which appear to need it.

**Seventh week.**—The text for this week consists of a series of statements about habit. These statements apply both to handwriting and to other activities. The following is a specimen text. It may be supplemented by sentences formulated by the children from their own experience or observation.

## HABIT

What we do over and over again becomes a habit. Our habits make up a great part of what we are. Good and bad habits are made in the same way. We may have good habits of writing, speaking and acting by doing these things as well as we can all the time.

Pick out special features for practice. Notice the pupil's position and correct it if it is faulty.

**Eighth week.**—This week is devoted to progress exercise Number 2. It consists of letters and words as follows: s, as, w, we, l, well, u, our, y, way, k, make, b, bad, c, can, o, over, p, part, q, quiet, j, joy, z, lazy, x, fox. This exercise should be practiced in the same manner as progress exercise Number 1.

(Continued in November issue.)

If you could you would not  
In everything you would not  
If you had no spreading in  
Don't let you do the spreading well

This skillful ornamental writing is from the pen of F. B. Courtney.

## REPORT OF MANUSCRIPT

## WRITING

By H. C. WALKER

January, 1927

(H. C. Walker, Supervisor of Handwriting in the St. Louis Schools, is well known for his thoroughness and progressiveness. He is also esteemed highly by all in the penmanship fraternity and we are confident that in making the following report to his Superintendent on Manuscript Writing, nothing but fair mindedness prevailed.)

All interested in this subject will find this report worthy of careful reading and reflection. It seems to us the best consideration of the subject we have had the privilege of reading and we were, therefore, pleased to have the privilege of publishing it.)

This report, made in response to Superintendent Maddox's recent request, is in four parts:

**Part One—**  
(a) Conditions and purpose of the St. Louis experiment in manuscript writing.

(b) Sources from which information has been secured—in St. Louis; elsewhere.

**Part Two—**

Manuscript writing from  
(a) The historical standpoint  
(b) The pictorial standpoint  
(c) The mechanical standpoint  
(d) The business standpoint  
(e) The school standpoint.

**Part Three—**

Exhibits.

**Part Four—**

(a) Conclusions.  
(b) Recommendations.

## PART ONE

(a) Conditions and Purpose of the St. Louis Experiment

The so-called MANUSCRIPT, or print writing, for educational purposes, made its appearance a few years ago in the schools of England. Subsequently it was introduced into a few private schools in the United States.

Because of the purported advantages of the manuscript writing, the primary supervisors of our schools, and others, requested permission to introduce it into six St. Louis schools.

The purpose of this experiment was to study at close range the operation of the manuscript writing.

**Conditions Under Which the Experiment Was Conducted**

1. The schools selected were those in which the principals favored the experiment.  
2. The period of experimentation was to be of such duration as would permit of sufficient study of the advantages, or disadvantages of manuscript writing.

3. The children to whom the manuscript writing was to be taught were to use it to the exclusion of other forms of writing.  
4. The experiment was to include both blackboard and seat writing, and the usual penmanship materials were to be used.

5. At the beginning of the experiment the teachers of the manuscript classes were given the necessary alphabets and directions for instructing their pupils.

It is now two years since the beginning of the manuscript experiment. While most of the manuscript pupils of the experimental schools are now in the first and second grades, some (and promotion pupils) of them are to be found mixed with cursive writers in the third grade.

During this experimental period of two years I have endeavored to gain as much information as possible concerning manuscript writing.

(b) Sources from Which Information Has Been Secured.

In St. Louis.  
My observations of the St. Louis experiment have consisted in occasional visits to the experimental schools to witness the use of manuscript writing by the pupils, and in conferences with the principals and teachers of these schools concerning their opinions of the advantages and disadvantages of this form of writing. In addition to conferring with the principals and teachers of the manuscript experimental schools, I have talked with principals and teachers of other schools about it, so that I might

learn their attitude toward the manuscript writing.

Elsewhere:

About two years ago the members of the Writing Division asked for and were granted permission to visit the Community School in St. Louis County. At that time the manuscript writing had been in use in the first, second and third grades, to the exclusion of all other writing for three years.

In February, 1926, I attended the N. E. A., Superintendent Meeting in Washington, and after the meeting spent a day in visiting the Lincoln and Horace Mann Schools in New York City. The schools have been the chief manuscript writing experimental schools in this country and pupils who started with manuscript writing in the first grade were, at the time of my visit, in the fourth and fifth grades.

Before leaving St. Louis for Washington, I prepared two specimens, one representing good manuscript writing and the other good, present day cursive writing, and submitted them to twenty-five business men who employ office help. While in Washington and in New York I showed these specimens to thirty-five more business men. In each of these instances I asked the person a number of questions, and recorded the answers. The purpose of this series of visits was to learn whether manuscript writing, if used as a substitute for cursive writing in our public schools, would be acceptable in business. Later in this report the opinions of these business men are given.

## PART TWO

(a) Manuscript Writing from the Historical Standpoint.

Handwriting, like every other art, has its cycles of growth, perfection and decay. A peculiar style of penmanship is gradually developed, becomes the hand of the period, then breaks up and disappears, being superseded by another and newer system.

From the time of the development of alphabetical characters to the time of the invention of printing, handwriting ran in two lines—the manuscript hand, and the cursive hand. The former was horizontal, regular, evenly ruled, and provided with uniform margins, was for record purposes only. The cursive or running hand, written less for precision and care, was for ordinary business purposes. The manuscript hand was finally superseded by printing.

The cursive hand, having undergone many changes through the years, is still in use, in the handwriting of our present muscular movement system.

(b) Manuscript Writing from the Pictorial Standpoint.

Manuscript writing, from the pictorial standpoint, makes a strong appeal to the eye. The simplicity of letters, absence of joining strokes, vertical position of the letters, bold wide pen strokes and pronounced legibility are likely to obscure other important phases of penmanship.

It appears that those who favor manuscript writing in the primary grades have had too fully in mind the pictorial side, and have given insufficient consideration to the mechanical side.

(c) Manuscript Writing from the Mechanical Standpoint.

It is in connection with this phase of manuscript writing that its most pronounced disadvantages appear. Manuscript writing is vertical. To produce this effect, its advocate direct that the paper be placed in a vertical position on the desk, and that the writer make all of the downward strokes of the letters toward the body (the same as in the system of vertical writing which was used for many years, and abandoned). This position includes the possibility of free movement and relaxation of muscles, in that the writing arm must constantly be raised and lowered in writing across the paper.

Manuscript writing, or any other form of printing, which requires that the pen, or pencil be lifted for each letter, or for parts of letters, is much more fatiguing than the cursive writing, in which the pen or pencil keeps the writing arm in restful position on the desk, and of writing whole words without raising the pen or pencil from the paper.

While vertical writing or printing favors legibility, slanting characters are necessary for comfort and facility in handwriting. Experience of the centuries has, therefore,

developed a handwriting, which, in the form of our present day muscular movement system, takes into consideration and embraces as fully as possible all of the necessary elements, such as legibility, facility, comfort, and conservation of health.

Manuscript Writing from the Business Standpoint.

Mr. Cocking, chairman of our Revision Committee, recently sent to St. Louis business men a questionnaire regarding penmanship. One of the questions contained in this questionnaire was: "Is the present cursive writing functioning satisfactorily?" Thirty-six of the forty persons who returned the questionnaire said "Yes." This investigation together with my personal visits to sixty-five business men of St. Louis, Washington, and New York have revealed a decided preference for cursive writing. Eighty-five of the one hundred and five persons interviewed chose the cursive writing. The reasons given for favoring the cursive writing were: Meets business needs; more legible; more rapid; more natural; easier to write more conventional; more practical; more individual; neat; more natural, and more customary. Some of the tellers of banks and trust companies said they would not accept printed signatures.

From the above statements it will be seen that at present there is a demand, in the business world, for good cursive writing, and that if there is demand for the manuscript writing, would it not be therefore, unwise to consider manuscript writing from the standpoint of replacing the cursive writing in all grades of our schools.

Manuscript Writing from the School Standpoint.

My visits to the manuscript schools here and elsewhere have enabled me to make a close study of the value of manuscript writing as a tool of expression and to compare these results with those of the cursive writing. Whatever may be said of the extent to which penmanship is used today in the business world, the fact remains that the need for penmanship in the schools has increased, rather than decreased during recent years. This increase is due to several causes, among which are a crowded curriculum, and an increase in the number of subjects requiring written expression. No longer is penmanship taught merely for handwriting skill, but rather as a vehicle to carry forward the other subjects. A handwriting that meets the needs of the school doubtless will be satisfactory for any other life situation in which penmanship is required.

Below are given the advantages and disadvantages of the manuscript writing as I have been able to gather them. The so-called "advantages" are from books on manuscript writing and statements made by some principals and teachers.

(Continued in November)

Miss Edith L. Forry is a new teacher of typewriting in the Actual Business College, Canton, Ohio.

Mr. G. Sherman, recently with the Richmond, Va., Business College, is now teaching in the Fort Union Military Academy at Richmond.

Mr. Ralph W. Parmenter and Mr. Milton L. Stahl are commercial teachers in the Steubenville, Ohio, Business College.

Mr. J. W. Malone of Raven Rock, N. J., for many years Head of the Commercial Department of the Vicksburg, Miss., High School, has accepted a position to teach in the High School at Shreveport, La., the coming year.

Mr. Jesse L. Pellerin, a recent graduate of the University of New Hampshire, will teach the coming year in the Newmarket, N. H., High School.

Miss Lucy L. Bell, recently with The Castle School, Terrytown, N. Y., is now teaching in the Atlantic City, N. J., Business College.

Miss Margaret Dailey of Lexington, Mass., will teach the coming year in the High School at Rockland, Mass.

Miss Irene E. Hale, a member of the 1927 graduating class of the Salem, Mass., State Normal School, is to be a new commercial teacher in the Iliou, N. Y., High School, the coming year.





## C. P. Zaner — A Portrait

By LETTIE J. STROBELL, Pres. National Association of Penmanship Supervisors, and Supervisor of Penmanship, Pittsburgh, Pa.

Mrs. Strobell became acquainted with Mr. Zaner when ten of the Pittsburgh Supervisors attended the Zanerian Summer School in 1916. Mr. Zaner was an active member of the National Association of Penmanship Supervisors for many years. It is indeed a pleasure to have former students of the Zanerian, who are now occupying prominent penmanship positions, speak and write so complimentary about Mr. Zaner and the Zanerian College where 60% of the writing supervisors who are members of the National Association of Penmanship Supervisors received their penmanship training.

In the portrait which I am going to draw I mean to illustrate character rather than to record personality. Life is glorified by a conscious aim, no matter how simple this aim may be. And the measure of the divine in each of us is a purpose formed and gripped—modified, perhaps, or enlarged.

I shall use the microscope in preference to the telescope. The soul can be awed and thrilled as deeply by the wonder of the arbutus as it responds to the call of Spring as by the drift of suns that powder the floor or night.

It is hopeless insincerity, untruthfulness, and folly if we accord indiscriminate praise to those clear-visioned, great-hearted souls who have upon the whole played a noble part in life. You and I desire to see in the lives of others some sort of transformation, some evidence of patient combat with faults, some gain of stamina, courage, and charity. A human being loses his humanity and loveliness and becomes a statue when we portray his character as flawless. We love the saints of great virtues and great faults, not those icy super-beings who picked their steps daintily through the mud. St. Paul's persecution of the Christians and his thorn in the flesh make his sermon on charity an imperishable gem; St. Augustine's Confessions inspire courage to every weary but onward-pressing soul; and the humanity of the Master Christian is made manifest by his pointed rebukes to hypocrites, his turning of the money-changers out of the temple, and his weeping at the tomb of Lazarus. So in this portrait I shall draw C. P. Zaner as he appeared to me.

I can see a figure in a light Palm Beach suit, a black bow tie, walking

with measured steps, the head a little bowed, some manuscripts held firmly in the right hand, the face serious, sad, and in contemplation, the hair and whiskers brown, straight, and strong. Again I can see him seated in his Paige car guiding it with steady hand as he escorted his students on a tour of Columbus and its environs. A witty remark and then a twinkle as we passed the Hartman farm.



MRS. LETTIE J. STROBELL.

"Why are these fences painted white?" he asked.

"So that the blue ribbon horses will see the fences and not the tin Lizzies on the road," was his answer.

Or I can see him again at the desk in the large classroom, the whole figure exhibiting a strange mixture of unaffected dignity and an almost shrinking shyness. The impression was of a man who looked at life from many points of view, and whose energies had been repressed rather than dissipated. Occasionally the sense of humor which lay at the back of his mind found a quiet vent.

To no other man of my acquaintance can these words of Gibbon be more appropriately applied, "The best and most important part of every man's education is that which he gives himself." He mastered his art by letting it master him. C. P. Zaner's success was attained by treading the stony path. The financial struggles of his early life and the illness of his wife during his closing years left their impress upon him. Yet through it all, he found time to acquire a knowledge of literature and philosophy such as few specialists possess. He was the one penman who could converse as fluently on Schopenhauer,

Kant, and Spinoza as on the technique of handwriting. He told me that the life of Spinoza had helped him more than anything else in teaching him patience and fortitude. Those who knew him during the anxious summer of 1916 when Mrs. Zaner lay desperately ill, could not help marvelling at his courage, his calmness, his poise.

One instinctively felt that no mercenary motive ever actuated a single act in his life. He placed honor and his art before money.

Fortunate indeed are those who had the opportunity of receiving blackboard instruction from the master—C. P. Zaner. His blackboard classes seemed to be his one restful activity. It was then that he alienated himself from the responsibility of microscopic critic and adviser. Here again his wit came to the fore, and this together with his friendly comments drew all students to him. One felt that his "Well done" was sincere, and even when he did not voice an opinion, his face mirrored his thoughts.

When a student left the College, he could not help knowing that it was good for him to have been there. The dominant character of this quiet, unassuming man permeated the institution.

"Kings and queens are but accidents of time and chance," statesmen and priests and writers are often to be congratulated upon their success just as we congratulate the worm in a six-ounce apple, not on its energy but on the size of the apple which it has the opportunity of devouring. But a man immured in a common round of duty, beset by obstacles, yet having a beauty and singleness of aim and succeeding in achieving this aim is not the accident of wealth or the incident of social impressiveness. Of such as these is the world made better, and Charles Paxton Zaner has an honored place in this goodly company.

Miss Christine Heffernan, for several years a visiting instructor for the A. N. Palmer Co., New York City, has accepted a position as teacher of penmanship in the Bryant-Stratton College, Providence, R. I.

Mr. Hiram Groff of Enola, Pa., is a new commercial teacher in the Springdale, Pa., High School.

Mr. T. W. Wauchope, recently with Drake's Business School, Paterson, N. J., is a new commercial teacher in The Business Institute, Detroit.

Miss E. Pauline Conrad, a member of this year's graduating class of the Salem, Mass., State Normal School, will teach the coming year in the High School at Ludlow, Mass.

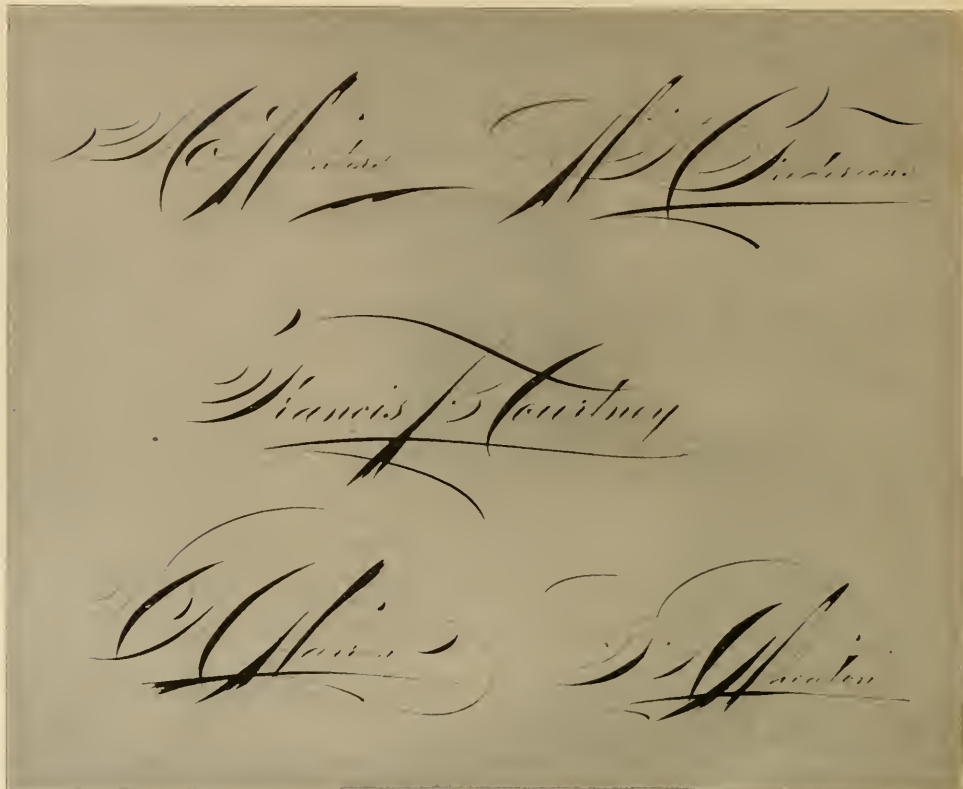
Miss Mabel Morton of Detroit is a new teacher of shorthand in the University Institute, Fort Wayne, Indiana.

*H. O. Smith*

By S. O. Smith, Springfield, Mass.



**The Business Educator**  
RESULTS OF THE "COURTNEY SIGNATURE CONTEST"



Fred S. Heath, Concord, N. H., who wrote the above skillful signatures, won first prize in "The Courtney Signature Contest."  
Rene Guillard, Evanston, Ill., was awarded second prize. See specimen of his skillful work on page 24. Mr. Guillard also won a prize on July 20. See announcement on page 7.

#### MISS FLORENCE FLETCHER

Winner of the Silver Trophy, the highest award in this year's Gregg Writer contest in shorthand penmanship, in which more than 12,000 shorthand writers competed.

Miss Fletcher, 19 years of age, is a graduate of Roosevelt High School, Wyandotte, Michigan, one of the leading high schools of the state.

She received all of her training in shorthand from Miss Lola Maclean, director of secretarial science, Detroit Commercial College.

Recently she won the "Gregg Expert Medal" for writing 150 words a minute on the five minute Gregg Writer transcription test.



MISS FLORENCE FLETCHER

*Mrs. J. Falcon*  
requests the honor of your presence  
at the marriage of her daughter  
*Richard*  
to  
*Mr. John C. Turner*  
Thursday evening February twelfth  
1925  
at eight.  
Methodist Presbyterian Church  
Los Angeles

Written by D. Beauchamp, Frost Bldg., Los Angeles, who will contribute more of his work throughout the year.

*Mr. James D. Manning,*  
*683 Maiden Lane,*  
*Youngstown,*  
*Ohio*

Written by E. A. Lupier.



## LESSONS IN ORNAMENTAL PENMANSHIP FOR BEGINNERS

Nos. 22 and 23 are to be made with a very light uniform touch. Retrace about 8 times. Aim for quality of line.

No. 24. After retracing the upright oval 8 times without lifting the pen swing to the horizontal oval. This will prepare you for making horizontal ovals.

No. 25 is also an important exercise. See that both ends are even and that the top is no heavier than the bottom.

Nos. 26 and 27. These exercises will require considerable effort to space properly. Get down strokes an even distance apart and as light as possible.

No. 28. Again keep the downward strokes evenly spaced, the thickest part of the shade should be above the center, and the turn at the bottom should be a hair line. Develop a snappy up and down pressure on the shades.

No. 29 is the reverse of 28. Study the copy and see if you can make each as uniform in spacing. Roll them off freely.

No. 30 is intended to prepare you to get the general shape of the stroke used in so many of the letters like M and N. Get the shape of the stroke without shading heavily.

No. 31 is the same as 30 with the exception of the shade which should be low and snappy. Keep the right side of the shade fairly straight. Snap the shade off at the base line.

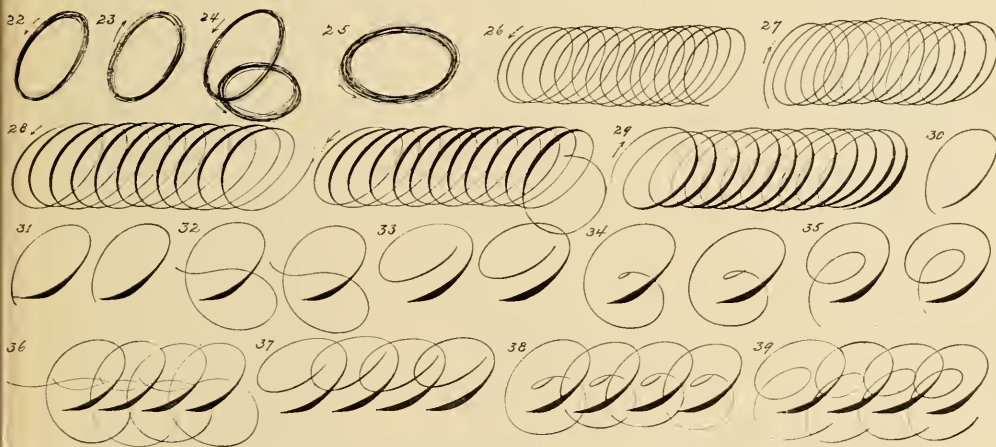
No. 32 has a different beginning. The first oval should be horizontal. Start a little above the base line. Watch slant.

No. 33 is used quite frequently by penmen. You should master it. Get full graceful beginning loops. Make hundreds of these exercises if necessary to make them well.

Nos. 34 and 35 show different styles and are easy to master. Watch the parallel effect and the placing of shades.

Nos. 36-37-38 and 39. These beginning strokes when thrown together so that they overlap systematically make a very beautiful exercise. Some of the important things to watch are spacing and parallel lines. See that all crossings are at right angles or nearly so.

If you do not have a good penholder write to the Business Educator regarding a good holder. Possibly your holder can be adjusted so that it will work better.



Mr. M. A. Albin, the well known penman and commercial educator will be connected with the Texas Business Institute, Houston, Texas, this coming year.

Mr. Jacob Stratman, last year commercial teacher in the Winterset, Iowa, High School will teach the coming year in the High School at Fort Dodge, Iowa.

Mr. Arthur J. Sullivan of Danvers, Mass., a member of the 1927 graduating class of the Salem, Mass., State Normal School, will teach the coming year in the Cumberland, Md., High School.

Mr. J. L. Baker, last year with the Actual Business College, Akron, Ohio, is a new commercial teacher in the Atlantic City, N. J. High School.

Mr. John J. Sexton, recently with the Drake Business College, Jersey City, N. J. is a new commercial teacher in the Mechanicsville, N. Y., High School.

Miss Irene L. Haggood, for several years a commercial teacher in Wrentham, Mass., will teach the coming year in the High School at Billerica, Mass.

Miss Frances Emmert of Winona, Minn., has accepted a position to teach for the coming year in the High School at Sioux City, Iowa.

Mr. Henry M. Garvey, a member of this year's graduating class of the Salem, Mass., State Normal School, will teach commercial work the coming year in the Gloucester, Mass., High School.

Miss Flora Moeckel of Greeley, Colo., is a new commercial teacher in the Holden, Mo., High School.

Miss Maude E. Goodhue of Chicago has recently accepted a position to teach commercial work in the Munhall, Pa., High School.

Miss Gladys Bahr, last year with the Marinette, Wis., High School, will teach the coming year in the Withrow High School, Cincinnati.

Mr. Harold S. Pray of Sheboygan Falls, Wis., is a new commercial teacher in the High School at Medina, N. Y.

Miss Page Fry of Washington, D. C., is a new teacher of typewriting in Rider College, Trenton, N. J.



**MIDNIGHT IN THE CLASS ROOM**  
By Susie Hathaway And Her Fifth  
Grade Pupils, Laurel Ave. School  
Binghamton, N. Y.

One night as the moon looked through the window of the 5 B Class Room she was amazed to see tiny figures running about the room and jumping upon the desks. After she had polished her spectacles and had looked a little more closely she found that these figures were the letters from the perception strips on the wall.

In one corner of the room papers were being snatched from a boy's desk and scattered about. Then a tiny voice said, "I think it's quite dreadful the way John makes me look. I am not round shouldered. If he's going to use me at all, he ought to treat me fairly and let me stand up in the way that a real live letter should."

Looking over the shoulder of the indignant little figure the moon saw the Capital A made like this:



But A wanted to look like this:



The moon felt like hiding her face because she was so ashamed of John but her attention just then was drawn to another part of the room by a voice louder than the rest.

"I just can't endure the way these boys and girls use my hat. Sometimes it is placed away up on the top

of my head and sometimes down on my ears. I don't want to look like Charlie Chaplin or Charlie Puffy either." This is what the moon saw:



But it wanted to look like this:



Capital O, standing in the chalk tray, was rapping on the board with the pointer. He was calling the attention of his friends L, D and E to the way Mary had made him when she wrote October and Owen.

I want my hair neatly parted on the side and not allowed to stand straight up on my head. I don't want to be over-weight or under-weight either." This is how he looked:



10% under  
weight

20% over  
weight

But he wanted to look like this:



The confusion was becoming so great that the moon glanced about the sky for a cloud behind which she

could hide. Then suddenly Capital J jumped to the top of the teacher's desk and called all the letters to order. He said that instead of scolding, they'd better decide what to do to improve the situation. The plan was made to project some animated lines into the air. Whenever a pupil became careless in his use of a letter, these lines should be caused to circle about before him attracting his attention. Then these lines, one following another, should go straight to the perception strip on the wall and take their place there upon the misused letter. This process should be repeated until the pupil showed greater care.

When the 5 B class came to the room in the morning everything was in order and the boys and girls never knew just how it happened that they were really trying to improve their writing.

A catalog with many specimens of penmanship has been received from that enthusiastic penman and commercial teacher, Frank A. Krupp, Interstate Business College, Fargo, N. Dak.

Mrs. Eva Larson Connelly of Springfield, Mo., and Miss Lenora Brown of Chillicothe, Mo., are two new commercial teachers in The Mankato Commercial College, Mankato, Minn.

Miss Gladys Dyer, for the last few years a commercial teacher in the Gloucester, Mass., High School, has accepted a similar position to teach in the High School at West Haven, Conn.

Miss Ellen Russell of East Weymouth, Mass., and Miss Dorothy Ellis of Beverly, Mass., members of the 1927 graduating class of the State Normal School, Salem, Mass., will teach the coming year in the High School at Westport, Mass.

Miss Elsie J. Kunze of Easton, Md., is a new commercial teacher in the High School at St. Michaels, Md.

Mr. W. Guy Roseberry, for several years Secretary for the Sun Light Power Co., Wilmington, Del., has recently accepted a position to teach in the Commercial Department of the Universal Institute, Fort Wayne, Ind.

Mr. O. H. Schraaf of Shreve, Ohio, is a new commercial teacher in the Arnold, Pa., High School.

Miss C. Aileen Snyder, recently with the Clairton, Pa., High School, has accepted a position to teach commercial work in the High School at Hanover, Pa.

Mr. Charles D. Newbegin, for the last few years head of the commercial work in East Greenwich, R. I., Academy, is a new commercial teacher in the Rogers High School, R. I.

Miss Mildred K. Gardner, recently a commercial teacher in the Mapleton, Maine, High School, has been chosen or similar work in the new High School at Swansea, Mass.

Miss Helen Higgins of South Paris, Maine, is a new commercial teacher in the Weathersfield, Conn., High School.

Miss Mary O. Andrews of Oxford, Pa., will teach the coming year in the Commercial Department of the Spring City, Pa., High School.

Miss Gladys A. Cunningham of Costine, Maine, is a new commercial teacher in Maine Central Institute, Pittsfield, Maine.

Mr. Joseph J. Maney, for the last few years a commercial teacher in the Fitchburg, Mass., High School, has recently accepted a position to teach in the High School at Grantwood, N. J.

*Butte*  
*Business College*  
*Day and Night School*

Advertising cut prepared by E. A. Lupfer, Zanerian College, Columbus, Ohio.



## THE LETTER OF APPLICATION

By Roland F. Eberhart, Commercial Department, Monrovia (Calif.) High School  
For Use in Salesmanship, Business Correspondence, and Office Training Classes

Nearly every one is required sometime to write one or more letters of application for a position. Young persons especially are confronted with this task after leaving school. If such a letter is written to the point and in accordance with the best usage the applicant is much more likely to receive proper consideration than if the letter is unbusinesslike.

Mr. Eberhart is here generously giving the readers of *The Business Educator* the benefit of the instruction he gives his students in his high school classes.

Young persons should give this subject some attention before being called upon to act. To know how to write such letters may save embarrassment later.

To say what should be said, and not more; to arrange it properly on the page, spell and punctuate correctly, are some of the points in the letters explained by Mr. Eberhart.

Then, as all are well aware, rapid, legible business penmanship is one of the chief points of merit in such a letter.

## A Suggestive Outline for a Letter of Application:

I. Introduction, naming the position for which you are applying. Mention how you heard of the opening.

II. Education, experience, age, and other data of interest to the employer. State your qualifications.

III. References and credentials.

IV. Conclusion.

The following suggestions will be of assistance. Observe them carefully.

1. Use plain paper, of a good quality. Business size is 8½ x 11 inches. The envelope should match.

2. Write on one side of the paper only.

3. The letter should be typewritten, if possible, in order to give the appearance of brevity. Single space the letter, with double spaces between paragraphs. If you are applying for a position as a clerk or a bookkeeper, inclose a specimen of your writing.

4. If your letter is typewritten, try to limit it to one page.

5. Be sure to cover all items mentioned in the advertisement. Be frank but modest. Express confidence in your ability to fill the position.

6. Never refer to a former employer or instructor, unless he has given you permission to do so.

7. When mentioning salary, consider carefully your ability and experience. Also try to find out what salaries are paid for such positions, in the neighborhood where you wish to work.

8. When answering a "blind" advertisement, such as "B 121, Monrovia News," this address should have the

number of the advertisement on the first line, the name of the publication on the next line, and the name of the city and state on the third line. Use "Gentlemen;" or "Dear Sir" as a salutation.

9. It is very important that you do not crowd all your information into one paragraph. Facts stand out more clearly in short paragraphs than they do when packed together into long ones. Follow this advice in the writing of most business letters.

The opening paragraph of the letter of application is very important. The following paragraphs will suggest ways of beginning your letter of application:

Please consider me an applicant for the position of salesman, which was advertised in this evening's "Messenger."

You advertised this evening in the "Times" for a bookkeeper who is neat in his work, accurate, and dependable. I have these qualifications, and am applying for the position.

I have the qualifications which fit me to fill satisfactorily the position of stenographer in your office, advertised in the "Tribune" of February 8.

Mrs. Elizabeth B. Snell, Appointment Secretary, Stanford University, has just informed me that you are in need of an instructor in the Commercial Department of Monrovia High School, and I am applying for the position.

The Employment Department of the Remington Typewriter Company, Pasadena, has informed me that you are in need of a typist who can take dictation on the machine. Please consider me an applicant for the position.

If there is a vacancy open in your filing department, I wish to be considered an applicant.

## A few suggestions in regard to references:

Give complete titles of persons to whom you refer. Indicate the position of each person.

Tabulate the names of the people to whom you wish to have your future employer refer.

Give complete addresses, and if possible, the telephone number of each name you have listed.

Select about three persons best qualified to write concerning your work, and ability to fill the position.

## Suggestions concerning the Conclusion:

The conclusion, like the introduction, should be brief.

Ask for a personal interview, and tell how you may be reached by telephone, as well as by letter; for example:

"May I have an interview with you, in regard to this position, at your office? My telephone number is Black 445. My address is given on the stamped envelope, which is inclosed for reply."

205 West Palm Avenue  
Monrovia, California  
December 20, 1927

SX 634  
Chronicle Office,  
Monrovia, California  
Gentlemen:

You advertised in this morning's Chronicle for a stenographer who has had at least four years' experience. You require that the applicant turn our transcripts rapidly, and with accuracy. I have the qualifications which fit me to fill this position satisfactorily.

I am twenty-four years of age, and am a graduate of Monrovia High School, and also of the Efficiency Business College of Pasadena. I have had four years' experience as a stenographer for Smith, Brown and Company, hardware dealers of this city, and am at present the stenographer for Mr. James V. Tuttle, a Monrovia attorney. I can take dictation at 140 words a minute, and am able to typewrite at the rate of 80 words a minute. A special course in Filing and Office Training has made me efficient in these lines.

If you desire information concerning my character, and ability as a stenographer, I am permitted to refer you to my former teachers and employers below:

Mr. A. R. Clifton, Superintendent of Schools, Monrovia, California.  
Mr. Phillip Roberts, Manager of Roberts Business College, Pasadena California.

Mr. P. A. Smith, c/o Smith, Brown and Company, Monrovia, California.  
Mr. James V. Tuttle, 112 South Myrtle Avenue, Monrovia, California.

It will give me pleasure to refer you to other well-known business men of this city, who can give you further information concerning my character, and ability as an accurate and efficient shorthand writer.

May I have an interview with you, in regard to this position, at your office to-morrow morning? My telephone number is Blue 4538.

Yours very truly,  
Albert R. Davidson.

P. S. The Efficiency Business College, from which I was graduated, is now under a different management, the name now being the Roberts Business College. Mr. Roberts, the manager, was my shorthand instructor at the first-mentioned school.

A. R. D.

1020 North Sutter Street  
Stockton, California.  
February 10, 1927

The J. N. Brown Company  
542 North Fourteenth Street  
Sacramento, California  
Attention Mr. Seth Brodd,  
Gentlemen:

The Employment Department of the Pasadena branch of the Underwood Typewriter Company has informed me that you are in need of another stenographer in your Sacramento office. Please consider me an applicant for the position.

My educational qualifications, briefly, are as follows:

I was graduated from the Commercial Department of Monrovia High school in June, 1925.

In 1926 I was graduated from the Bookkeeping and Shorthand Departments of Heald's San Jose Business College.

The thorough training received at these schools gives me confidence that I am:

Take dictation accurately and rapidly, as well as transcribe it in the same manner.

Keep office affairs to myself.  
Spell correctly, punctuate and capitalize properly.

Arrange letters in the right manner on your letterheads.

Fold a letter in the right way.  
File letters—and find them.

Make out the business forms used in your office.

Meet callers courteously.  
Operate your Mimeographs, Addressograph, calculating machines, and other office devices.

(Continued on page 32.)





## SUPERVISOR?

By MILDRED MOFFETT

Miss Moffett has had wide experience in educational work; first as a grade teacher, then as a handwriting supervisor, and later as a field supervisor. As a result of this experience she has acquired many ideas relating to handwriting some of which she presents in the following article. We hope to publish articles from her pen quite frequently in the future.

During the past six years, serving as field Supervisor of Handwriting, I have been frequently called upon to talk with the large groups of elementary teachers about improved methods of teaching the subject.

Many times I have been introduced as the Writing Inspector. Naturally after such an introduction, it takes some time to live down the false title, and get to the real business of the hour: A lively discussion of modern methods of teaching, applied to handwriting.

Having been dubbed Inspector so many times, I began to wonder if Writing Supervisors in general were looked upon as mere Inspectors.

Observation leads me to believe it is only too true in many instances.

Many so called Supervisors send out elaborate outlines yearly, stressing one "Fetish" after another merely to keep teachers and pupils busy and stirred up to show results in the Annual Exhibit.

Each year teachers and pupils are called to account for certain "bad spots" in the writing and are informed forcefully, that something must be done about it. Naturally the teachers stress the "Fetish" designated in the new outline.

Of course the Inspector sees wonderful improvement in class rooms where teachers faithfully follow the Big Idea during that term.

However, I dare say if the research department made a true survey of conditions, that the Supervisors only defense would be the old excuse, "the teachers can't write and the Superintendent won't make them get a writing certificate." Teachers don't have to be forced to attend the Supervisors classes when they know they will re-

ceive help rather than caustic criticism.

It seems to me that a general survey of handwriting as to speed and accuracy of performance and application in all daily work, is the only sane basis for planning ways and means of improvement.

Supervisors would do well to interest the indifferent teachers by calling upon them for some little assistance in tabulating results of the survey and soliciting some ideas from them.

I find that all teachers are not only willing but eager to attend meetings or classes if there is the faintest prospect of getting real help.

Remember though! She wants to know how to get Bobbie Evans down to business with a pen, and why he can't write legibly when, really he reads beautifully and is a nice child.

It's our business fellow Supervisors to recognize her problem and be able to help her get Bobbie on the job; rather than to put her off with the statement that none of that Evans tribe can write—they are all freaks, etc., and she needn't expect much of Bobby. Face facts squarely—Are they freaks or just victims of neglect and poor teaching?

The time is past when Supervisors can get by with a snappy, showy les-

son now and then; using the old time formula:

Attention!

Feet flat.

Back straight.

Everybody ready.

Roll on your muscle.

Show me where your muscle is.

Ready, ready roll, roll.

Roll with me—count with me;

One, two, three, four, etc.

She or he must be an able teacher and leader rather than a driver or military officer. ficer.

## ENGROSSER

Wanted, good letterer and illuminator, wonderful proposition to right man, also a beginner, good chance to learn the business and advancement.

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ARTIST PENMAN

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**T**his Certifies that  
in recognition of  
the faithful and  
exemplary services  
of Brother

Edward Claid

Mullen

Chairman Board of  
Grand Examiners  
and in token of  
the high personal  
esteem and frater-  
nal regard in which  
he is held by the  
members of



Paul Revere  
Lodge No. 998  
A.F. & A.M.

**I**n all to whom these  
Presents shall come

**GREETING**



**P**aul Revere Lodge  
No. 998 A.F. & A.M.  
he was unanimously  
elected an

HONORARY MEMBER  
of this Lodge and  
his name has been  
recorded as such this  
sixteenth day of Octo-  
ber, A.D. 1924, A.L. 5924.

**I**n Witness Whereof,

We have hereunto  
set our hands and  
caused the seal of  
the Lodge to be affixed.





A gem by the late W. E. Dennis.

## Penmanship!

time, at the least expense. MASTER POSITIONS OF SCIENTIFIC PENHOLDING for producing ADVANCED SCRIPTS SATISFACTION. A SPECIALTY. The Watchword is: Personal Instruction and Lessons by Mail. Write today. TERMS reasonable. Address

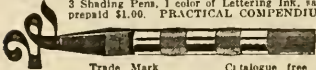
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501 PLEASANT STREET, HAMMONTON, NEW JERSEY

Watch for advertisement in the November issue of the Business Educator.

## A PROFITABLE VOCATION

Learn to letter Price Tickets and Show Cards. It is easy to do RAPID, CLEAN CUT LETTERING with our Improved Lettering Pens. MANY STUDENTS ARE ENABLED TO CONTINUE THEIR STUDIES THROUGH THE COMPENSATION RECEIVED BY LETTERING PRICE TICKETS AND SHOW CARDS. FOR THE SMALLER MERCHANT, OUTSIDE OF SCHOOL HOURS. Practical lettering outfit consisting of 3 Marking and 3 Shading Pens, 1 color of Lettering Ink, sample Show Card in colors, instructions, figures and alphabets prepaid \$1.00. PRACTICAL COMPENDIUM OF COMMERCIAL PEN LETTERING AND DESIGNS 100 Pages \$2.11, containing 122 plates of Commercial Pen Alphabets finished Show Cards in colors, etc.—a complete instructor for the Marking and Shading Pen, prepaid, \$1.



Trade Mark

Catalogue free

THE NEWTON AUTOMATIC SHADING PEN CO.  
Dept. B PONTIAC, MICH. U.S.A.

Try the NEW AND IMPROVED MAGNUSSON PROFESSIONAL PEN-HOLDERS. These new penholders are being made in both the straight and oblique styles. They are hand made of beautiful straight grained rosewood and are given a polish which is second to none. Each penholder has a beautiful ivory knob on end of stem and they are far more useful and beautiful than many penholders selling for nearly twice the price we ask. Buy direct from factory at factory prices. Made by 3 generations of penholder manufacturers and used by the world's greatest penmen. Established 1874.

## OSCAR MAGNUSSON

208 N. 5th St.,  
Quincy, Ill.

Also a cheaper grade sold in quantities to teachers and dealers. Write for prices.

|                           |        |
|---------------------------|--------|
| 8-inch plain, each.....   | 50c    |
| 8-inch inlaid, each.....  | 75c    |
| 12-inch plain, each.....  | 75c    |
| 12-inch inlaid, each..... | \$1.35 |

## Teachers—

The SOUTHERN SCHOOL JOURNAL is an exponent of the best in Education. Each issue contains articles under the following headings:

SCHOOL ADMINISTRATION.  
SCHOOL SUPERVISION.  
SCHOOL TECHNIQUE AND CLASS WORK.  
SCHOOL SPORTS AND GAMES.

One dollar a year

Published at Lexington, Ky.

## BLANK CARDS

We can furnish almost any kind of blank cards that may be desired. When ordering send a sample of the size and kind desired, if possible. Send 5 cents for samples of our white, black and colored cards listed herewith.

|                                         |        |
|-----------------------------------------|--------|
| 100 by mail, postpaid.....              | \$ .30 |
| 500 by express.....                     | 1.00   |
| 1000 by express.....                    | 2.00   |
| Colored Cards, 6 colors, at same price. |        |

## PANELED CARDS

Paneled cards are something that are comparatively new in visiting-cards. By hard pressing with an embossing plate, some smaller than the card, a raised border effect about one-fourth inch is produced. Many persons prefer them to the plain cards. The card listed here is 2 3/16 in. by 4 1/2 in. in size and is a very fine quality of wedding bristol. Card writers and others will find that persons are willing to pay more for a paneled card than for a plain card, although they cost but little less. Send 5c for samples.

|                            |        |
|----------------------------|--------|
| 100 by mail, postpaid..... | \$ .35 |
| 500 by express.....        | 1.30   |
| 1000 by express.....       | 2.50   |

## BLACK CARDS

After testing many different makes of black cardboard, we believe that the cards we are offering for sale possess the best writing surface that can be found.

|                                                                                                                                     |        |
|-------------------------------------------------------------------------------------------------------------------------------------|--------|
| 100 cards by mail, postpaid.....                                                                                                    | \$ .30 |
| 500 cards by express.....                                                                                                           | 1.00   |
| 1000 cards by express.....                                                                                                          | 2.00   |
| Try our white ink and black cards. They are positively the best that can be had. Write for complete catalog of penmanship supplies. |        |

The Zaner & Bloser Company,  
Columbus, Ohio

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## AND COMMERCIAL ARTIST

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| U. S. and possessions..... | \$2.50, 12 issues |
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| Established 1916           | Sample Copy, 25c  |

21 Park Row, NEW YORK CITY





## JOHNNY, THE HOOKEY PLAYER

(Continued from page 18.)

with me has me stopped a dozen ways in playing truant. I remember what you had done for me and I thought that perhaps you would do the same for this lad."

And it came to pass that Joe Polokie was made acquainted with the old teacher.

All three clasped hands and the old mentor said, fervently:

"May the Good Lord add his blessing to the young brother as he has to the older brother."

**BUSINESS COLLEGE FOR SALE**—Doing profitable business, in the fastest growing city in the Ozarks. Splendid opportunity for husband and wife or two young men. Address Box 606, c/o Business Educator, Columbus, O.

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may be anticipated with more enjoyment if you secure accommodations at the

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|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Sitting Room,<br>Bedroom with<br>Private Bath<br>(2 persons)<br>\$5 per day | Sitting Room,<br>2 Double Bedrooms<br>with Private Bath<br>(2-4 Persons)<br>\$7 per day |
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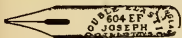
## Gillott's Pens

The Most Perfect of Pens

No. 1  
Principality  
Pen



No. 604 E. F.  
Double Elastic  
Pen



JOSEPH GILLOTT'S  
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With us, this year, July and August brought a sub-normal demand for teachers, but here are some of the places for which our nominees were taken: High Schools in Manchester, N. H.; Ilion, N. Y.; Manassan, N. J.; Medina, N. Y.; Gloucester, Mass.; Cincinnati. And these others: Drexel Institute, Philadelphia; State Normal, Plattsburg, N. Y.; Bliss B. C., North Adams, Mass.; Potetsville, Pa.; B. C.; Wausau, Wis., Business Institute; Atlantic City B. C.; Cambria B. C., Johnstown, Pa.

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# THE LETTER OF APPLICATION

(Continued from page 27.)

Act with initiative and tact at all times.  
My age is nineteen. I live with my parents, at the address given above.

J. N. B. Co.—2.  
My training at Monrovia High School, and at Heald's Business College has been thorough, the Commercial Department of the last-named school duplicating actual business work.

In regard to my character and ability, I am given permission to refer you to:

Mr. A. R. Clifton, Superintendent of Schools, Monrovia, Calif.

Miss M. B. Thorne, c/o Commercial Department, Monrovia High School, Monrovia, California.

Mr. J. W. Nixon, Manager of the Heald's Business College, San Jose, California.

It will be greatly appreciated if I may have an interview with you, at any time most convenient to you. The matter of salary can be decided after you have had the opportunity of seeing for yourself what quality of work I turn out.

Janet McLean.

P. S.  
Stamped envelope is inclosed for reply. If more convenient, you may reach me by telephone, my number being Black 445.  
J. McL.

A good suggestion to the applicant:  
If, after ten days, you have not received an answer to your letter, send a courteous "follow-up letter."

The following letter will offer suggestions:

(Heading and complimentary address omitted.)

Gentlemen:

On February 10, I wrote you a letter, in regard to the stenographic position, which you advertised in the Sacramento Bee.

An interview will be greatly appreciated. I am certain that I can convince you of my ability to fill the position with absolute satisfaction.

A reply, at your earliest convenience will be greatly appreciated.

Yours very truly,

P. S.

A stamped envelope is inclosed for reply.  
J. McL.

Open punctuation of the block form was used in the headings and complimentary addresses.

The indented style of headings and complimentary addresses, as well as of paragraphs may be preferred by other applicants.

The following list of words will be of assistance to the student who is writing a letter of application. A study of the syllabication of these, and of all words used in writing letters, is extremely important, and well worth the writer's time.

accurate  
acquaintance  
advertisement  
applicant  
application  
ap, recite

assistant  
bookkeeper  
business  
college  
commercial  
competent  
conscientious  
convenient  
cooperate  
correspondence  
stenographer  
su, entitled  
testimonial  
English  
experience  
graduate  
grammar

indispensable  
manager  
necessary  
occasion  
principal  
prospective  
qualifications  
recommendation  
refer  
reference  
res, actually  
respectively  
salary  
secretary  
superintendent  
vacancy

If you have difficulty in spelling other words, or in dividing them into syllables, add them to this list. This list of words can be practiced in the penmanship class.

Mr. J. C. Evans is the new head of the Commercial Department in the High School at Haddon Heights, N. J.

Miss Marian S. Goodwin of Gloucester, Mass., a recent graduate of the Salem, Mass., State Normal School, will teach the coming year in the Plainville, Mass., High School.

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| Illuminated Ornaments (Shaw) .....                    | 48.50  |
| The Art of Illuminating<br>(Tymms & Wyatt) .....      | 15.00  |
| Illuminated Books of Middle Ages<br>(Humphreys) ..... | 94.00  |

These are all out of print many years and increasing in value.

S. E. LESLIE

3201 Euclid Ave., Cleveland, Ohio



W. G. Roseberry has accepted the principalship of the Universal Institute, Fort Wayne, Ind. Mr. Roseberry is a very skillful penman. The above cards were written by him.

Miss Letha Bogart of Millville, Pa., is a new commercial teacher in the Watsonstown, Pa., High School.

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## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**Problems in Marketing**, by Melvin Thomas Copeland, Ph. D. Published by the A. W. Shaw Company, Chicago, Ill. Cloth cover, 819 pages.

The fundamental plan of this book remains essentially the same as that of the first and second editions. The section on sales correspondence introduced in the second edition has been dropped, to make room for material of more fundamental significance in the theory of marketing. The section on the consumer's point of view has been discontinued as a separate section, but without lessening the emphasis on that basic concept; that point of view is developed throughout the present volume by cases placed at strategic points. Aside from those changes in plan, which are not material, the differences between this edition and the second edition appear in the cases themselves.

In this edition many new cases have taken the place of cases in the preceding edition. These changes reflect developments in theory and developments in business practice. The theory of marketing is still in the early stages of formulation. Hence continued study is bringing to light new aspects of the subject which deserves a place in such a volume as this. Business methods are undergoing particularly rapid modifications in marketing. Experiments abound. New cases of significance, therefore, are continually arising. Under these circumstances frequent revision of teaching material is necessary.

Nearly all the cases in this volume have been recorded by the research organization of the Harvard Graduate School of Business Administration. Although the cases are based on actual business experience, in most instances they have been stated under disguised names, in order to avoid revealing the identity of confidential information with its sources.

**This Believing World, A Simple Account of the Great Religions of Mankind**, by Lewis Browne, Author of "Stranger Than Fiction: A Short History of the Jews." Published by The Macmillan Company, New York. Cloth cover, 347 pages.

Here is a really authentic and attractive popularization of the whole subject of Comparative Religion. The same narrative gift and dramatic quality are in evidence that won so swift and favorable a verdict from a large public for Dr. Browne's "Short History of the Jews."

Again, he makes a story where the practice is to make a dry treatise. He tells what savages believed and makes a tale also of what their religious beliefs meant and did to them. He does the same for the primitive Celts, the Babylonians, the Egyptians, the Hebrews, the peoples of Europe and the Arabs. Incidentally, he covers the founding of all the great living religions, relates their history and describes their dominant characteristics.

Comparative Religion is a relatively new field of study. Not so long ago its comparisons between Christianity and the other great religions of the world were read with suspicion and a hostile eye, even when done by a Christian scholar in good standing who did his best to show that Christianity could stand these tests and come out on top. But a Christian scholar who writes a work today on Comparative Religion is

not expected to be quite so extremely partisan.

Something of the old shock of novelty will be experienced in reading Lewis Browne's history of the world's religions. For it is done by a writer who has had no Christian axe to grind at all.

"This Believing World" is copiously illustrated with block drawings and animated maps done by the author on his travels in the Orient in search of first hand witness through conversation with learned representatives of the various religions of the East.

**The One Thousand Commonest Words**, written in Isaac Pitman Shorthand, adapted for use with "Commercial Course." Published by Isaac Pitman & Sons, New York. Paper cover, 30 pages.

The list of the One Thousand Commonest Words which appears in this book was compiled by Dr. Leonard P. Ayres, and is the result of careful and extensive investigation. It is published by the Russell Sage Foundation of New York City. In the first section of the book the words—in shorthand and letterpress—have been arranged in groups graded according to the introduction of the principles in the New Era Edition of the "Commercial Course." This arrangement enables the shorthand teacher and student to make use of this very valuable list from the beginning of the course. It is suggested that, after the completion of the study of the rules in each Chapter, students should be drilled in the formation of the outlines for the words in the appropriate section. Practice of this nature will be found of the greatest assistance in the acquirement of speed.

In the second section the words are arranged alphabetically, with numbers to indicate the Chapter containing the explanation of the rules involved.

(See Book Reviews on page 3.)

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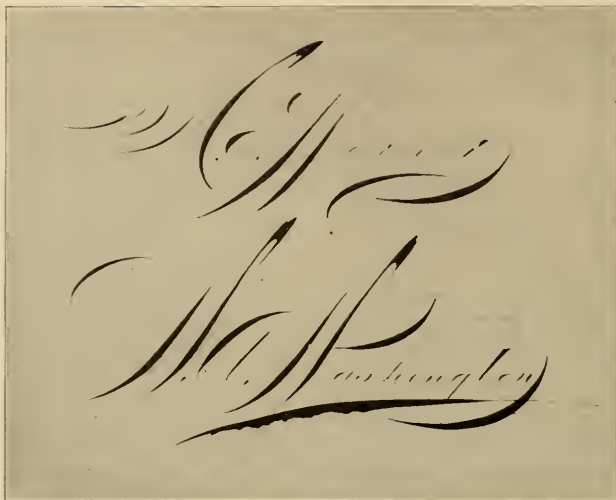
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Miss Henrietta Radell of New York City is a new teacher of secretarial subjects with Drexel Institute, Philadelphia.  
Mr. Carl Strony is a new teacher in the Laurel School of Business Administration, Meriden, Conn.

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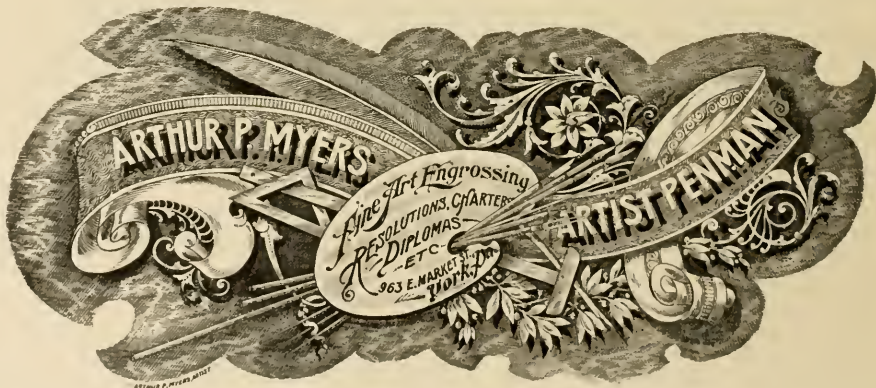
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## The City Council of the City of Long Beach

resolves as follows:

Whereas, the decease of our beloved mayor and fellow-councilman

### RAY R. CLARK

on the 6th day of May, 1926, has resulted in an inestimable loss both to the residents of our city and to the legislative body over which he so ably presided; and

Whereas, the efficient service which Ray R. Clark has so willingly rendered for the public, his genial personality, his genuine simplicity, his love for his fellow-men and his sincere devotion and adherence to the highest standards of morality and justice have written his name immortal upon that immortal scroll established and perpetually maintained in the memory of men;

Now, therefore, be it resolved that proclamation be made of the grief and sorrow concerned said city council with, together with the residents of the City of Long Beach and the many friends, near and far, of a common friend and loved one, Ray R. Clark, and be it further resolved that there be extended to the surviving widow and relatives of said Ray R. Clark, in this hour of deepest sorrow, the most sincere sympathy of said city council.

The city clerk is directed and ordered to enter this resolution upon the minutes of said city council and to have the same published in *The Long Beach Morning Sun* and to send a certified copy thereof to the surviving widow, Mrs. Mayme Clark.

#### Councilmen:

John C. Wright  
Alexander Rich  
H. C. Callahan

Wm. J. Evans  
Henry C. Thomas  
Chas. H. Jones  
William Crockett



This resolution was engrossed by H. A. Reneau, Long Beach, Calif., a Zanerian of some years ago. We are sure that Zanerian students who knew Mr. Reneau will be especially interested in learning of his success in the great state of California, and to learn that he is able to add greatly to his income by engrossing resolutions, diplomas, etc. He recently wrote us that he has again secured the order for engrossing the high school diplomas of Long Beach, numbering nearly six hundred.

Mr. Reneau is engaged in other work but his skill with the pen is in demand, which he turns into profit during his spare time.

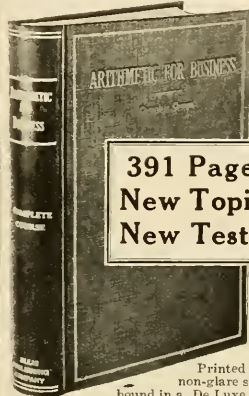
Another matter of interest to all who knew Mr. Reneau is that a new son, Leland David, recently arrived at their home. This may be one reason why Mr. Reneau's work at this time shows his best efforts.

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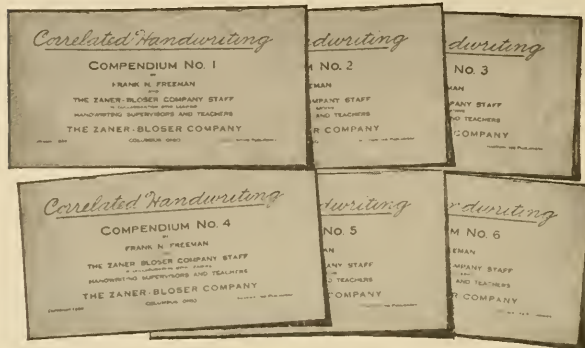
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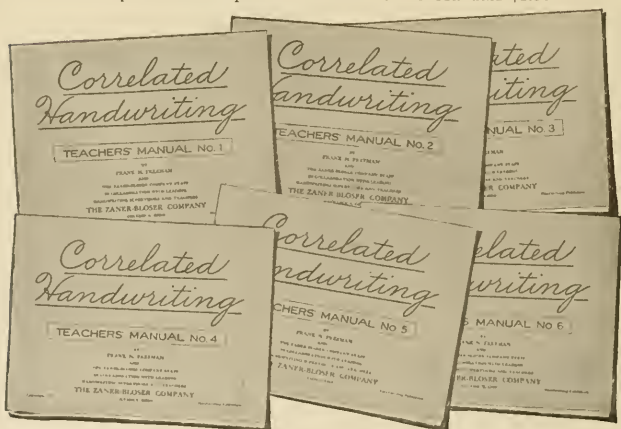
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# *THE Business Educator*

Volume XXXIII

COLUMBUS, OHIO, NOVEMBER, 1927

No. III

## THE TREND IN PENMANSHIP METHODS

By E. A. Luffer  
Analytical Method

Over a quarter of a century ago, the Analytical Method was used. It consisted of analyzing the letters into elements and principles. A student who could analyse a letter in class by giving the principles and elements of which it was composed was considered a good penmanship student. In those days the Analytical Method was used not only in penmanship but in grammar and other subjects. This method had considerable merit. The strong point was in teaching a thorough knowledge of form, but the weak point was that it produced slow, labored writing, and finally was discarded. An interesting argument in favor of this method appears in an old penmanship book which states that you should no more think of writing a letter before tearing it apart into its principles and elements, or of writing a word before practicing upon the individual letters, than you would think of learning to read before learning the alphabet. The author of that book, today would no doubt smile to see how these things have been reversed. This method was better suited to professional schools of penmanship than to grade schools.

### Fads and One-Sided Extremes

Following this we had various fads and one-sided extremes, all of which had some good points but were weak in others, and were finally abandoned. One of the biggest things we learned from some of these extremes was how not to teach penmanship.

### Slant

At one time slant was considered the principal requisite of good writing by some. So, we had "52 degrees," "vertical" and other slant advocates. Some teachers passed around among their classes with a cardboard triangle, cut at the exact slant desired. If the writing of the pupils did not measure up to the slant on this triangle, no matter if he maintained a uniform but different slant, his work was marked incorrect. These advocates of some one particular slant secured individuality. You can

## ATTEND THE N. C. T. F.

See the program on page 15.

usually recognize a student of the vertical system. It was discovered, however, that slant is not one of the main requisites of good handwriting. It was discovered that writing may be good at almost any slant, providing it is uniform throughout.

### Position

Position enthusiasts reigned for a time. They seemed to think that a good position was the only thing they had to work for, and that if a good position was mastered, the battle was won. They overlooked individual differences and peculiarities in the shapes and construction of the students' writing machinery. They tried to force all to write in a machine like position. They learned, however, that good position is only one of the many things a penmanship teacher must secure. As a rule pupils took good position in the writing class but did not in the other classes. Too much emphasis was placed on position at a sacrifice to other essentials.

### Movement

Writing to be speedy, graceful and accurate, must be written with the proper kind of movement. There are those teachers, however, who teach movement to the exclusion of other essentials. They believe that if one gets speedy muscular movement, they have everything in penmanship. These teachers fail because movement without a knowledge of form cannot produce good writing. They secure speedy movement but not controlled movement. At places where it is necessary to take more time and to check the motion they speed on, getting scrawly forms. In reality they spend most of their time on ovals and push-pull exercises.

### Counting Machines

You have no doubt heard some of the poor souls who burned up a lot of unnecessary energy continuously counting in an effort to get every pupil in the room to make a stroke every time she counted. These teachers seemed to think that pupils

could not write without counting a continuous tiresome count and overlooked the fact that pupils after leaving school have no one to count for them. One teacher counted for the word penmanship in this fashion: All ready, together, everybody keep up with the count, 1-2-3-1-1-2-1-2-3-1-2-1-2-1-2-3-1-2-1-2-3. It would take more than an expert to keep up with that count. You have no doubt seen teachers try to count for complex words which no one under the sun could follow, and if they could they would not be writing with a good uniform movement.

Counting is one of the best tools of the writing teacher when properly used, but has been greatly abused by many.

### Speed Demons

We have had our speed demons in writing the same as in autos. The speed demon in writing is as destructive to readable writing as the speed demon in an auto is to human life. A common expression was, "Get the movement and you will master form," but they never did.

### Music

While music is very closely related to penmanship and will create interest and help to secure a rhythmical movement, some teachers have used music to excess, believing evidently that a good writing lesson could not be taught unless accompanied by jazz music. Yes, jazz is the word, for some of the music used in writing lessons is as out of the place in the writing lesson as a bulldog is in a bumblebee's nest. Did students enjoy the writing lesson? They enjoyed the music even if they didn't get much penmanship.

Next month we shall try to explain how the modern good teacher teaches.

### SAVE 10%

Carl Marshall offers some good advice on thrift in his article this month. You are missing something good if you don't read his articles each month.

## THE BUSINESS EDUCATOR

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The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



# Lessons in Business Writing

By E. A. LUPFER, Columbus, Ohio

Send 15 cents in postage with specimens of your best work for criticism.

Copy 29. Here we have the underturn exercise  $\frac{1}{4}$  of a space between two blue lines. In speaking of the small letters we call the letter u one space high. The better you get this exercise, the easier the following letters will be. You can work for uniformity, slant, even spacing, light line, rounding turns, sharp angles.

Copy 30. The letter i is one of the easiest in the alphabet but one of the most abused. There is no one so lacking in skill who cannot dot the i correctly, but it is safe to say that nine out of ten do not dot the i correctly. Are you going to be guilty of this unnecessary mistake? Study the location of the dot as shown in the first i. Make the beginning and ending strokes the same length and shape. Count: 1-2, dot.

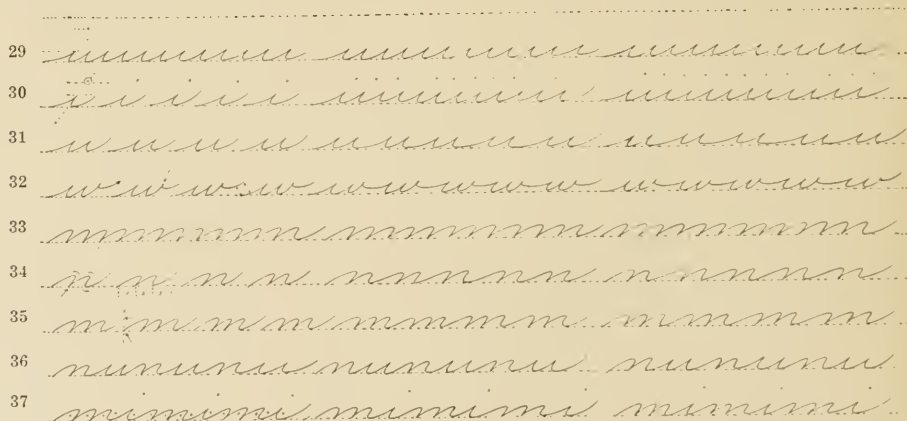
Copy 31. If you can make an i you can make a u. The important thing in making the u is to get turns at the bottom and angles at the top. Count: 1-2-3.

Copy 32. In the w we take up a new point. The retrace or blind loop. To make this well, check the motion on the retrace. Study the shape carefully. You will see that it finishes up and does not come down to the base line. Unless you get the right motion you are not likely to get a good w. Swing the w along freely, checking on the retrace. Count: 1-2-3, finish.

Copy 33. This exercise prepares you for the m and n.

Copies 34 and 35. It is absolutely necessary to get rounding turns where they belong and sharp angles where they belong in order to have readable writing. Let us see if we can make all the turns correctly. You will need to give special attention to the last top turn and also not to get too much speed in making the bottom turn. The second n shows that the letter is three spaces wide. Watch your beginning and ending strokes and study the spacing. For the n count: 1-2-3, and for m, 1-2-3-4. For connected n's you can count: 1-2, 1-2, etc., or 1, 2, 3, 4, 5.

Copies 36 and 37 are combinations of letters drilling especially on turns and angles. If you would write legibly, learn to make distinct turns and angles. In copy 37 your attention is especially called to the uniform spacing as indicated by the small x marks.



We shall endeavor to master the capital C. Those who have trouble in making good, legible, easy C's will find Copy 38 helpful. The first exercise in Copy 38 is the oval finished like the C. The second exercise is especially helpful to break up the habit of starting with a straight line in place of a curve. The teacher may count 1-2-3-4-5-6 for the first exercise and 1-2-3-4-5-capital-C for the second exercise. The first exercise shows the pupil the similarity of the C to the oval and the similarity of motion used in making the exercise and the letter.

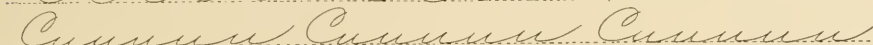
Copy 39. The teacher can spend a few minutes profitably with the pupils studying the formation and movement of the letter. We swing into the letter with a curve motion and swing round the oval, rolling on the muscle the same as we do in exercises. We glide out of the letter freely, raising the pen while the pen is in motion at the height of minimum letters. Notice the parallel effect between the downward strokes. Place an oval over the C. Notice that the top and bottom are about the same in roundness. Notice the size of the loop, and that the loop is in the center of the letter. After making several lines of C, one full space high, reduce them to  $\frac{3}{4}$  of a space. After you have mastered the letter try Copy 41.

It is suggested that you use appropriate words in addition to the exercise given. Words like Cincinnati and Columbus are good practice words, even though you may not have worked on all of the letters. In practicing these exercises and words, watch spacing, slant and movement.

38 

39 

40 

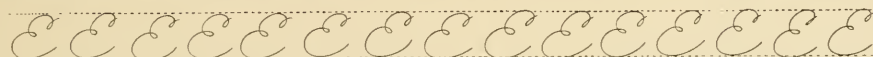
41 

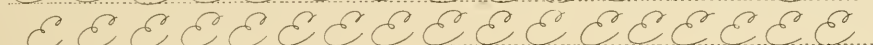
Copy 42. The idea of giving the two exercises in Copy 42 is to teach form and movement together. First make the letter, then continue to retrace it with a free swinging motion. In the last exercise, make the E and without raising the pen, swing the oval on top of the E. If you can make a good letter E, do not spend time on the exercise.

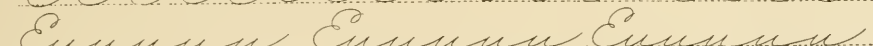
Copies 43 and 44. Before practicing the E, draw a line down its back to see the slant. Notice that the top and bottom appear to be about even, and that both the top and bottom parts from parts of good ovals. Practice the E in both sizes.

Copy 45. After mastering the E, it is well to write some interesting words as well as the Eu exercise. The idea in giving this exercise is to present something which is easy and fits in nicely in motion.

42 

43 

44 

45 

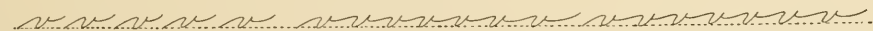
Copy 46. Let us see how easy we can run this exercise along and see how uniform we can make the graceful turns. Draw slanting lines on the downward strokes to see that they are all of the same slant and evenly spaced.

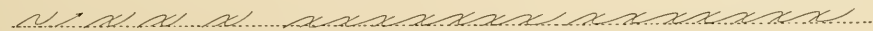
Copy 47. You will see that the v has a round turn at the top. A sharp top makes it resemble an open o or ci. Keep the finish high. Your teacher can help by counting 1-2, 3, pausing slightly between 2 and 3 to encourage a check in the motion on the retrace. The joined letters should be written freely with a slight check in the motion on the retrace. Do not be guilty of making an illegible v.

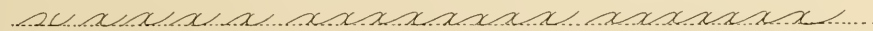
Copy 48 and 49. Two styles of x's are given. You may master only one. In the first x, make the crossing upward. In the second x, make the two parts touch.

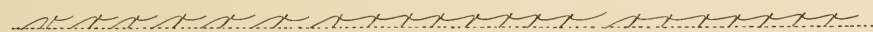
Copy 50. Some like this style of r while others prefer the other style which will be given later on. This style of r can resemble an x, n, u, or v. You must therefore be careful to get a rounding turn at the top, a sharp angle at the bottom, carefully retrace the downward stroke and keep the finish high. Check the motion on the retrace.

46 

47 

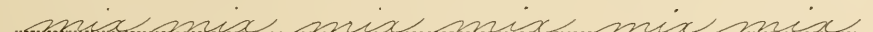
48 

49 

50 

51 

52 

53 

54 



Copies 51, 52, 53, and 54. Here we have some simple, easy words reviewing the letters which we have had. See how graceful and easy you can write them. Remember your writing is of no value if it can't be read. Therefore see that every letter is readable.

Copy 55. We are now taking up the D. Let us first make a line of D's to see if we can make a good D. The teacher may then help you to pick out some of the weak points and to strengthen them. Those who curve the downward strokes will find the first exercise in Copy 55 excellent. It is also well to make one straight line, then a letter D and another straight line and so forth. This is to break up curving the beginning down stroke too much. In Copy 56, you will notice that the two parts of the letter rest on the base line. Look at the copy and pick out the letter you like best. Study the last letter on the line. It is probably the best one.

Copy 57. There is so much similarity between the O and the D that we find it good practice to work them together. Notice that both letters finish the same, upward freely but carefully.

Copies 58, 59 and 60. Here we have some nice words for review. Be sure that you are swinging along freely and that you are getting all letters readable. Keep in mind slant, round turns, sharp angles, spacing, and above all, compare your work frequently with the copy. Have your teacher point out your mistakes. Always have something definite to work for.

55 D D D D D D D O O O O O O

56 D D D D D D D D D D D D D

57 O O O O O O O O O O O O O O O

58 Drum Drum Drum Drum Drum

59 Our Annus Cunnin Ewe Dime

60 O O O men C. E. Erwin D. E. Devine

Copy 61. These exercises will be found helpful in getting free, graceful swings in the letter c. Make them about half a space high.

Copy 62. Many have the trouble of making the c look like u. To avoid this, get a wide clean loop at the top, come down fairly straight and make the beginning and end strokes the same in length. Notice the check in the rotation at the top. If you would make a good c, take more time at the top of the letter than on any other part of the letter.

Copy 63. The essential part of the letter is the loop. Unless you get a loop in the e it will be mistaken for i. The e begins and ends the same as the i.

61 c c c c c c c c c c c c c c c c c

62 c c c c c c c c c c c c c c c c c

63 e e e e e e e e e e e e e e e e e

64 i i i i i i i i i i i i i i i i i

65 u u u u u u u u u u u u u u u u

66 o o o o o o o o o o o o o o o o

67 a a a a a a a a a a a a a a a a

68 a a a a a a a a a a a a a a a a

69 a a a a a a a a a a a a a a a a

70 a a a a a a a a a a a a a a a a

71 o n o n o n o n o n o n o n o n o



Copies 64 and 65. Practice these words until you can make good readable c's and e's.

Copy 66. This exercise is given to prepare you to make the letter o. Make it freely and neatly.

Copy 67. The o must be closed at the top and must be finished high in order to get a distinct readable letter. No letters give us more trouble than the o and the a. Therefore finish the o high. Make the oval using a quick rolling motion and checking on the retrace at the top of the letter.

Copy 70. The a is so similar to the o that a comparison of the two letters is necessary. They begin the same and both have a check in the motion at the first retrace. The ovals are similar but slightly different. The main difference is in the finishing strokes. Bring the last part of a down to the base line before you finish. Be sure that the a contains a good i. Copies 68 and 69 will be fine to work upon if you have trouble in making the a. The first exercise is especially good in developing the finishing stroke.

Copy 71. In these words be sure that you get a distinction between the o and the a.

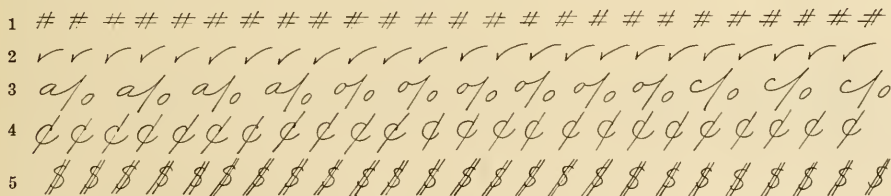
## Showy Business Writing in Ten Acts and Fifty Scenes

Written, Produced and Directed by C. SPENCER CHAMBERS, Ll. B., Supervisor of Penmanship,  
Syracuse, New York, Public Schools.

### ACT VIII SCENE I

This scene of signs is the most common in the drama of business. These signs are not for the spot light, but the flood and foot lights combined.

- No. 1. There is not another character in penmanship requiring the same test of your ability to write parallel lines. Count 1-2-3-4.
- No. 2. Curve the second stroke of the check mark to give it grace. Many make the up stroke straight causing it to have a stiff appearance. Count 1-2.  
This is an excellent sign to teach spacing between characters. Test your ability to space by measuring the distance between the checks.
- No. 3. Make a above the line and the ellipse on the line. Count 1-2-3 for the first part and one for the ellipse. Same count for all three signs on line 3.
- No. 4. The slanting down stroke goes through the beginning of the c at the top and cuts the letter on the line. Count 1-2.
- No. 5. The nerve wrecking sign is made 1-2 for the s and 3-4 for the parallel lines.



### ACT VIII SCENE II

As the great American pastime seems to be the improvement of figures, the ensemble is presented with the curve lines down stage and those along straight lines up stage for your study with apologies to the "Tired Business Man."

The curve line figures are wide spaced and the straight line figures are normally spaced.

- No. 1. The 2 may start with a loop or check mark. Strive for uniform slant and size. Count 1-2.
- No. 2. To give the 3 a business like appearance finish it high. Count 1-2.
- No. 3. The 5 is a two part figure as it is necessary to raise the pen before completing the figure. Count 1-2-3.  
The horizontal stroke should touch the slanting straight line. Finish the same as the three is completed.
- No. 4. Make the s part of the figure first closing with the up stroke. Close the 8 at the top. Count 1-2.  
The zero should be a perfect ellipse. See that it has the same amount of curvature on both sides. No flat sided zero. Count 1-2 rapidly. Avoid a pear shaped zero.
- No. 5. Keep the figure uniformly slanted making the 7 longer than the 1. Both figures are the same height above the line. Count 1 for the one, and 1-2 for the seven.
- No. 6. The 4 requires both down strokes to be the same slant. The longer down stroke must cut through the horizontal stroke. This being a two part figure it is necessary to count 1-2-3. No part of the 4 comes below the line.
- No. 7. The 9 is closed at the top. The finishing stroke is closed below the line as in the figure 7. Count 1-2.
- No. 7. The 6 is the highest figure above the line. Start it with a straight line closing with a small loop. Count 1-2.

Legibility is the first essential in making figures.

[illegible]

ACT VIII  
SCENE III

In writing the common abbreviations use the same care as in the writing of words.

- No. 1. The small letters i and s appear more than any other letters in the copy. Review these letters before attempting to write the abbreviations.
- No. 2. The a being the most used in this line pursue the same method of practice as used in the copy above.
- No. 3. This is a practice review of the direct oval letters, all of which appear except the E.
- No. 4. Review the nine exercises leading up to the making of the nine letters in this copy before writing the abbreviations.  
This may well be called a review scene.

## Common Abbreviations

1 asst. in. inst. int. mem. dis. av. m  
2 cat. cwt. acct. adv. amt. ave. avoir.  
3 A.D., A.M., B.C., C.O.D., Cr., D.K., D.L.O.,  
4 Jr., Do., I.O.U., M.O., M.S.S., O.K., P.M., P.,

ACT VIII  
SCENE IV

As ledger headings can ruin or beautify the appearance of a ledger page practice these common headings until you are satisfied they would leave a favorable impression on a prospective employer. Do not be satisfied with an ordinary product, it is the superior product that receives the "above the average" salary.

The best written letter gets the first interview.

Sales Taxes Fuel Commission  
Reserve Purchases Labor Tools  
Merchandise Interest Salaries  
Insurance Fixtures Goodwill  
Warehouse Investment Expense  
Surplus Freight Inventory

ACT VIII  
SCENE V

This is just a little "snappy stuff" given for punctuation.

After writing this a few times, practice using your address, and the name of a firm you would like to be employed by in your city.

Write and re-write until you feel your letter of application (in your own handwriting) would cause the proprietor to reach for the telephone. Mix a few day dreams with your ink. Probably your penmanship will make those "dreams come true."



154 Ninth Ave.,  
Quincy, Va., Sept. 4, 1927.

Messrs. Coal & Wood,  
141 Fire St.,

Hot Springs, Ky.

Gentlemen:

Warmly yours,

Ura Kidder & Co.

CURTAIN

PITMAN CHAIN SCHOOL PRINCIPAL OF ENGLAND TO VISIT U. S.

Dr. Robert W. Holland, O.B.E., M.A., M.Sc., LL.D., Principal of the Isaac Pitman Chain of Schools in England is to leave Liverpool on the S. S. "Aurania" October 8 to visit some of the leading institutions of learning in this country.

Dr. Holland's address during his stay in New York City will be Seymour Hotel, 50 West 45th St.

THE LE MASTER INSTITUTE

The 1927 Summer School of The Le Master Institute, Asbury Park, N. J., was a pronounced success. There were nearly fifty registrants. Twelve colleges and universities were represented in the student body. The faculty consisted of eight professors. Work was given in high school, college, business administration, and secretarial science subjects. Dr. Walter P. Steinhäuser is president of this institution.

J. D. Rice, the skillful penman of the Chillicothe, Mo., Business College, in sending in a list of two hundred and sixty subscriptions to the Business Educator, states that their school is extra large. We anticipate some fine penmanship from this school this coming winter.

J. A. Eubanks has been elected Supervisor of Writing in the Public Schools of Barberton, Ohio. Mr. Eubanks is a penman of considerable skill and is an excellent teacher.

Thomas Wallace, Traveling Penman  
Mr. Wallace is termed "Rambler Penman." He has been teaching penmanship for the past thirty years, and has traveled in the four quarters of the globe, visiting nineteen nations and ten seas and oceans. Mr. Wallace has probably taught penmanship in more different foreign countries than any other penman we know of. He states that the pen is a very dependable source of income for those who are skilled with it.

No. 10 Gochome  
Setoshimmachi  
Kiyashuku, (saka;  
Japan, Aug. 20, 1927.

Mr. C. L. Stoddard,  
Indianapolis, Ind., U.S.A.

Dear Sir,  
Will you please send me your printed specimens at your earliest convenience. I enclosed herewith 10 cents.

Yours sincerely,

Shigeo Asao

Mr. Stoddard, who received this beautiful letter in reply to his ad in the B. E., states that he received letters from many foreign countries. He is an ardent admirer and follower of the B. E.

"Life will hardly be worth the effort when the day comes I cannot afford to read THE BUSINESS EDUCATOR."

D. L. STODDARD.







**THE NATIONAL COMMERCIAL TEACHERS' FEDERATION WILL HOLD ITS 30th ANNUAL CONVENTION AT HOTEL BALTIMORE, KANSAS CITY DECEMBER 27, 28, 29, 30**

This convention promises to be one of the best ever held in the history of the Federation. For years it has been the hope of Mr. Chas. T. Smith of Kansas City that the Federation would one day come to his home city. Now that he has this opportunity he is doing everything to make it an event of unusual merit and interest. Mr. F. J. Kirker assures all members of the Federation that he has prepared a Federation program of which he is extremely proud. No commercial teacher will be disappointed with the program or with the entertainment.

The following speakers are already secured to take part in the program: Mr. Henry J. Allen, Ex-Governor of Kansas and one of the best orators in the Middle-West.

Mrs. Emily Newell Blair, who is known nationally as the leading force in Women's Clubs in the United States.

Mr. J. C. Swift, President, Smith-Henry Commission Company, a business man with a real message for commercial educators.

Rev. Roy Rutherford, pastor of the First Christian Church, and recognized as one of the most brilliant pulpits in the Middle-West.

Dr. Paul S. Lomax, Director of Commercial Education, University of New York, and President of the Eastern Commercial Teachers' Association.

Professor F. C. Nichols, Graduate School of Education, Harvard University, author of a recent study of Office Practice.

There is to be organized a special department to look after the interests of the women of the convention. Miss Nettie Huff of the Huff's School of Expert Business Training is Chairman of the Women's Auxiliary. Those who know Miss Huff will realize fully that she will do everything possible to make the visit of every woman to the convention one long to be remembered.

The Baltimore Hotel is well adapted for convention uses. The rates are reasonable and it is well located in the very heart of Kansas City. There are a number of very excellent hotels right in the surrounding blocks for those who do not wish to stay at the Convention headquarters.

The plan started by Mr. Willard Wheeler of the Wheeler Business College of Birmingham of awarding a Certificate to all schools where every commercial teacher becomes a member of the Federation will be continued. Schools wishing to secure

such awards should send in their membership as early as possible to Mr. C. M. Yoder, Secretary National Commercial Teachers' Federation, Whitewater, Wisconsin. There were a much larger number of awards made last year than the officers of the

Federation anticipated. If every commercial teacher could realize the value of becoming a member of the Federation the number of awards this year would be doubled.

The following is a brief outline of the programs of the Convention:

**NATIONAL COMMERCIAL TEACHERS' FEDERATION**

**Hotel Baltimore, Kansas, Mo.**

**December 27, 28, 29, 30**

**TUESDAY, DECEMBER 27**

9:00 to 4:00 P. M. Registration.

8:00 to 11:30 P. M. Musical Program—Reception and Dance.

**WEDNESDAY, DECEMBER 28**

9:00 to 4:00 P. M. Registration.

9:00 to 12:00

Federation Meeting.

(a) Community Singing.

(b) Invocation.

(c) Address of Welcome.

(d) Response

(e) President's Address.

(f) Address .....Dr. Paul Lomax

Director of Commercial Education, University of New York;

President Eastern Commercial Teachers' Association

1:45 P. M. Public School Section.

1:45 P. M. Private Schools Section.

3:30 P. M. Business Round Table.

3:30 P. M. Shorthand Round Table.

3:30 P. M. Penmanship Round Table.

6:00 P. M. Group and Private Dinners.

8:00 P. M. Theaters and Special Parties.

**THURSDAY, DECEMBER 29**

9:00 to 12:00 Registration.

9:30 to 12:00 Federation Meeting.

(a) Community Singing.

(b) Address .....Mrs. Emily Newell Blair

National Club Woman

(c) Business Meeting and election of officers.

(d) Announcements.

12:00 to 1:30 Federation Luncheon.

Address—"Selling Me to Myself....."

.....Rev. Roy Rutherford

Pastor First Christian Church

2:00 to 5:30 Free to do as you please.

6:00 Group and Private Dinners.

8:00 Theater or Special Parties.

**FRIDAY, DECEMBER 30**

9:00 to 12:00 Registration.

9:30 to 12:00 Federation Meeting.

(a) Community Singing.

(b) Address .....Mr. J. C. Swift

President Swift Henry Commission Company

1:45 P. M. Public School Section.

1:45 P. M. Private Schools Section.

3:30 P. M. Business Round Table.

3:30 P. M. Shorthand Round Table.

3:30 P. M. Penmanship Round Table.

6:30 P. M. Federation Banquet.

(a) Music—Entertainment.

(b) Address .....Mr. Henry J. Allen

Ex-Governor of Kansas

(c) Awarding of 100% Certificates.

(d) Inauguration of Officers.

(e) Adjournment.

(f) Dancing.

## Supplementary Business Writing

By C. C. LISTER, Maxwell Training School for Teachers, New York City

"When you hold to the successful mental state, you become a magnet drawing other men to aid you as you in turn can aid them. But if you are much of the time despondent and gloomy, you become the negative magnet driving the best from you."

"If you have not slept, or if you have slept, or if you have a headache, or sciatica, or lumbago, I beseech you by all the angels to hold your peace, and not pollute the morning, to which all housemates bring serene and agreeable thoughts, by corruptions and groans." L. 27.

### America!

Long as thine art shall love true love,  
 Long as thy science truth shall know,  
 Long as thine eagle harms no dove,  
 Long as thy law by law shall grow,  
 Long as thy God is God above,  
 Thy brother every man below,  
 So long, dear land of all my love,  
 Thy name shall shine, thy fame shall grow.  
 Sidney Lanier!

The above was written by Miss Rhea M. Phillips, Penmanship Teacher in the North Scranton Junior High School, Scranton, Pa. Miss Phillips is a Zanerian Correspondence pupil.

# MENTAL MEANDERINGS

By CARL MARSHALL, Route 1, Box 32, Tujunga, Calif.

I have forgotten, if I ever knew, who it was who first sounded the slogan, "Make hay while the sun shines". Neither do I

**The Prosperity Sunshine** know when it was that the slogan was first put on the air. But whenever, or whoever it was, this slogan leader, uttered a mouthful of wisdom that should make the author immortal. The only other thing that compares with it in wisdom, is the equally vivid command, "Strike while the iron is hot." The



one group of men who are sure of success, are those who know how to, and do, take advantage of fortuitous opportunity, whether it comes in the form of sunshine, hot plastic iron, or that "tide which taken at the flood, leads on to victory."

Ever since 1914, when our potent trade and industrial competitors in Europe threw down their tools and took up their swords and guns, and exchanged the roar of their mills and factories for the booming of cannon and the rattle of machine guns, this young nation of ours across the seas, has been pre-eminent in the economics of the world. Never before in the history of the earth, has any nation, from the humblest to the highest of its citizenry enjoyed such a lavish and prolonged season of prosperity. The wave of wealth that has poured in upon us from all shores has made of our rich men such nabobs of affluence as to make the traditional heroes of opulence like Croesus and Midas seem like penny-in-the-slot pikers. It has brought to our merely well-to-do and middle classes, a status of luxury that could hardly have been dared by millionaires a generation ago. It has brought to the dinner-tables and fire-sides of hod-carriers and ditch-diggers luxuries and comforts unknown to the palaces of kings, no longer ago than the times of Queen Elizabeth. We are told authoritatively that more than eighty per cent of all the automobiles on the earth are owned in America. That statement alone, blocks out the strange situation in which we Americans find ourselves, that of the richest single body of people the world has ever known.

But can we count on it always being so? Not if we read the pages of history with the slightest wisdom. Assyria, Babylonia, Egypt, Greece, Carthage and Rome were all fabulously rich in their day. And the

power and greatness of each of them in turn promised to outlast twenty centuries. But today, poverty and weakness haunt what is left of their proudest cities. And of many of them, there is not enough left to re-echo the nighty yelp of the jackal. Already, signs are not lacking that the late war-stricken peoples of Europe are getting back upon their feet. Within even the next ten years we may find ourselves scratching for dimes where we are now shoveling in the dollars.

As to what, in view of this very imminent possibility, should be our National policy, in the matter of tariffs, immigration and so forth, I know no more than the next man, but I am very sure that I see in the situation a guide post of admonition for the common man who has only his own affairs to direct. The signal might read: "GET IN THE HAY BEFORE THE RAIN!" It will not always be picnic weather. Neither will it be safe to count on an uninterrupted menu of chicken salad, oyster pates, layer cake and ice cream. Better divert some of the glad pay-check overflow to provision against the day when the pay-check forgets to come. Nothing is so likely to discourage the gaunt fanged wolf, when he stands upon his hind legs and peers through the lace-curtained front door, as to see a fat bank-book hanging over the mantel.

It would be interesting, though possibly depressing, to know just what proportion of America's well-paid workers are still gayly picking the bones of each salary check, just as the next one arrives. And how many (or how few) of them will be snugly resting in a cozy nook up in Easy Street, when the next bread-line forms? Worth taking a thought about, isn't it?

It has been just ten years ago since the writer of this Meandering dropped his business as a school-book writer and publisher, and started out on a crusade to persuade young American wage earners, that they ought to regard the job as a BUSINESS; that the PROFITS of this business are what they SAVE, and that if the business of the wage-earning is in a healthy state, they should each month or week, put at least ten percent of the gross income in the bank. Well, I succeeded in persuading a lot of them, but there were many more who gave the thrift idea the merry ha ha, saying, "We should

worry! Let's keep on spending while the spending is good."

But quite frequently I hear from the others. Not long ago, I got a letter from a man who lives way up north in a Canadian city. He wrote that he had listened to one of my thrift talks, that I gave to a lot of Y. M. C. A. students in Chicago, in the winter of 1918. Although not earning very much at the time, he decided to try the "ten per cent" plan. He said it had worked so well, that it was but a few years till he had a couple of thousand dollars in the bank. About that time, a chance came to him to buy into a modest little business. He had continued to prosper, and now he could draw his check, (and have it honored too!) for six figures. He had learned in some way, where I was, and wanted to thank me for the idea I had given him, and to which he owed all his success. I happen to know of a lot of other men who can tell the same story, or one quite like it. One of these, I may mention, is no less a person than John D. Rockefeller. Of course, in these days when it is almost raining money, you don't hear much about thrift, and if you were to try to talk it, a lot of people would hoot you down before you could get started, but, — well, the fellows with brains and self-control enough to put thrift into their affairs, will not be the ones to stand in the bread-line when the next industrial slump comes, as COME IT MUST.

President Wilson once intimated in a state paper that high-minded Americans might be "too proud to fight."

**Are We Too Proud To Learn?** I doubt if it has ever been or ever will be demonstrated that any considerable body of Americans are either too proud or too timid to fight, provided the cause is just. But Americans, as well as other peoples, have often shown, apparently, that they are "too proud to learn."

This Yankee nation has, from the beginning of its history shown the world newer and better ways of doing many things. And we are still showing them, though few of them have noticeably followed our example. For instance, in 1789, we showed them a working model of a democratic form of government that was far ahead of anything the world had known up to that time, and one that has stood the test of time fairly well since. Later, the little "Yankee cheese-box" at Hampton Roads, revolutionized sea warfare, and sent the crack navies of the world to the scrap-heap. Morse and Field had already eliminated distance as a factor in world communication. Still later, a pair of Ohio boys, ma-

(Continued on Page 20.)



## PUPPY LOVE

By C. R. McCANN,  
McCann School of Business  
Hazleton, Penna.

It comes "Once to every boy or girl," is the common expression heard among the older persons when conversing about the greatest of all games — love. With some it comes earlier than it does with others but it is bound to come sometime or other. The greatest age is about fifteen and it is a great game while it lasts. After it is outgrown, one often wonders what it was all about but he usually smiles while he reminisces and yet if one has never been struck by this form of mental disturbance, he does not know what it is all about. It has been known to strike some old fools after they should know better but that is for another story.

Mary McCarthy was one of the prettiest, cutest little pieces of humanity that ever paraded the sidewalks of the little "patch" — a small town — in the hard coal fields of that great and glorious state that Billy Penn bought from the Indians. She was about as thin as a razor blade, a trifle under the five foot mark and very active upon her feet. Her black eyes sparkled like diamonds when she spoke — fairly hypnotized her on-lookers especially when she spoke in that low, well modulated voice that is known to so many who have been "over the ropes."

Now, in every city, hamlet, "patch" of whatever you desire to call it, there are women and the smaller the population the more they have to say about things in general — especially about other people — never of their own kith and kin. Some of these "nose-pickers" worried more about Mary than her mother herself because she had seven children to look after and when a mother has that many, she usually has her hands full and does not have much time on her hands to gossip with the "back-yard, news mongers."

"I think Mary McCarthy is too nice to work," said Mrs. Brogan.

"Hum, hum," spoke up Patrick, her husband, who happened to be sitting on the back porch with his Audio Receivers tuned in.

"And I'm thinkin' so meself," tuned in Mrs. O'Gaffney.

"There you women go," chirped up Patrick. "You women," he continued "can certainly get news around quicker than old man Bell of the telephone himself."

"You men are not so slow either," tuned in Mrs. Brogan who was known to have never lost a battle with her husband, Patrick Brogan.

This last remark got under the skin of Patricius and with his usual Irish wit replied, "People in glass houses

should not throw brick-bats" and Mrs. Brogan knew what Pat meant when he said it for she had a daughter herself who did not amount to so very much just because the mother thought she was too nice to work.

After having finished the usual "patch" school, Mary was sent to a Business College to get a Business Education so that she could secure a position and earn her own way in this cruel wide world of ours. This is a mighty good thing for any parent to do because he does not know just when his child will be called upon to earn her living and if the child never uses it, it is very useful when she gets a home of her own.

However, with some parents, this is not needed but they think that their daughter should know all about how to greet guests — a great many are "jesters" — about all they come to a home for is to see what kind of furniture, what make of silver she has and a million other little petty things that belong to women alone; how to talk nonsense and what knife to use at the table that is usually learned at the "finishing school" — a good name for such an institution. Yet there are those who fall for that sort of thing notwithstanding to the contrary and suppose there will always be a demand for such fountains of learning. In this day and age, some have made money "so fast" since Andy Volstead wrote that little law for our dear, Uncle Sam that those who never had anything before this time and now have all this money, and want to know how to act when they come in the presence of those who have had it passed down through the ages to them and hence, there is a demand for such schools. During the last few years books on Etiquette have had a large sale from just such classes of people.

These fancy things do not help society very much in the long run and after they have run their course usually fall back in the regular mode of living. People soon tire of the "Shieks" and "Shebas" and it is part of their education — they soon learn but I am getting away from my pretty, little maid, Mary.

When the Fall Term began, it was found in looking over their faces that there were others in the assembly room who had just as pretty faces as Mary. The beauty pageant at the well-known sea-shore resort brings this out very forcibly and one should not think too much of her beauty because some one has said, "Beauty is only skin-deep after all." Beauty may get us by in the world for a while but one thinks that beauty does not get us by when we get older and over the puppy stage — brains after all is the judge when the final test comes when we take our place in the world.

But to get back to my story. Mary

was not the "Dumb Dora" that some would lead you to believe. She had a vast amount of nervous energy and if this is rightfully exercised, it leads to much good in the average boy or girl — right direction by those in command of the army found in the School System.

At first, Mary had signed up for a stenographic course but since so many of her friends began the bookkeeping course first, she changed her mind which is not uncommon for girls and women to do — change their minds but since there is a halo around every woman's head, suppose it will always be thus.

Then, too, there was another reason as we shall see later on in this little story. She was very quick and accurate at figures. The teacher would often have class drills in addition — there are still a few of these teachers left in the ranks who use old-time methods but their ranks are thinning rapidly, possibly because they are afraid of the criticism that is pointed in their direction and not wanting to appear old and antiquated in the eyes of those who are in the "know."

In Penmanship, Mary soon broke off the habit of using the thumb like an old man who has lost all his teeth when he eats and before long was writing a very legible hand. Everyone will not become a Zaner in the Penmanship Field, yet we all can become at least legible penmen. It seems that in this day and age that the subject of Penmanship is woefully weak in most of our schools. "The poorer one writes, the more education he is supposed to possess" is the common acceptance of the term today. However, this is another story and deserves attention from those who sit high up in the educational field of endeavor. Not so very long ago a certain man who possessed a very good education signed a letter and sent it to a person who was a very good penman. The receiver of the letter could not fathom the signature so he turned around and sent it back to the owner with this little inscription, "Please have this signature translated."

Mary did make some mistakes. She told the Principal of the school that she had had English in the "Patch" school which was only what is known today as the Eighth Grade. She further told him that she made 100% of an average during the last year in school and she thought she knew about all there was to be known about it and did not think it advisable to "take it over."

"But, my dear Mary," replied the Principal, "there are English Books and there are higher English Books."

The Principal was an old hand at the business and had heard these

(Continued on Page 20.)





DR. FRANK N. FREEMAN,

Professor of Educational Psychology,  
University of Chicago

(See outlines in September and October issues.)

#### OUTLINE FOR GRADE IV

**Ninth week.**—The sentences for this week deal also with position and are as follows: "Each pupil should keep his paper in front of him" and "The paper is tilted to the left." Explain the reasons for these rules. Develop the capital E by beginning with the direct oval. Then practice the small e singly and in a series of letters joined. Introduce the l by the "push and pull" exercise and follow this by a succession of l's, then a succession of le's. Then write the words "let" and "lift."

**Tenth week.**—The next exercises deal with pen holding and hand position. Head the page "Pen Holding" and then give the sentence "Do you hold your penholder lightly?" This introduces the capital D which may be practiced first by retracing the oval part of the letter, then by writing the letter separately. This may be followed by practice on the small letter d. Test looseness of grasp by pulling the pen holder upward and seeing whether it may be withdrawn from the pupil's hand without too much resistance.

**Eleventh week.**—The sentences are "Place the hand so that it rests on the nails of the last two fingers" and "Please do not let the hand turn over on its side." The capital letter for special practice is P. It may be introduced first by retracing the straight upward and downward stroke and by writing separately. The small letter p may also be practiced. In each of these exercises pay particular attention to the feature of writing which is referred to in the rule. In this exercise make a drive on hand position.

**Twelfth week.**—We now begin a series of exercises in which attention is directed to movement. Head the page by the word "Movement" and then give the sentence "Be sure that

the hand slides along the line easily." Introduce practice on the capital B carried on in a similar way as practice on the capital P. Follow this by practice on the l and the b. Then give the combinations b, bad, aaa joined, j, g, "ag", "bag", and j. Alternate practice on the sentences and on the letter exercises. Give some time to practice on the digits.

#### OUTLINE FOR GRADE V

**Ninth week.**—The subject for this week is the address on an envelope. Any suitable address will do. The following may be used. The address of the letter is "Mr. William P. Blackstone, 462 West Fortieth Street, Kansas City, Missouri." The return address to be written in the upper left hand corner is "James P. Wilkins, 598 East Ninth Street, Memphis, Tennessee." Ask the pupils to make a list of the important items in a correctly addressed envelope. Have them rule off spaces on their paper, sized three and one-half by six inches, and write the above addresses or other addresses in this space. Make the return address in smaller letters than the sending address. Give special practice to the capital letters, since an address gives abundant opportunity writing such letters. Give special attention also to the arrangement of the material.

**Tenth week.**—The following text may be used: "Yesterday I sent some money and found that good writing is necessary in making out a money order. One must be very careful to write names and numbers legibly." Special attention in the practice of this week may be given to the form of individual letters. Form of the letters may be tested by making a small hole in a card and placing the card so that it shows one letter at a time. If the letter can be read it is legible. If not it should be improved. Part of the time this week should be

spent on the practice of digits. Digits should be written in columns and in various types of arrangement according to the form of examples which are used in the number work of the grade.

**Eleventh week.**—This week may be spent on practice in writing money orders. Have the pupils secure specimens of money order blanks or rule their paper in the form of a money order blank. Let them then fill out the blank, each one with the name of his own choosing. It is to be noted that the writing on these blanks is smaller than is ordinarily used. Writing should therefore be especially neat and the numbers should be especially legible. The pupils may be divided into pairs and one member of the pair may fill in part of the order and the other the other part. They may then exchange their slips and criticize each other's writing.

**Twelfth week.**—A suggested text for this week is as follows: "One of the directions given by the Post office department is this: 'Avoid abbreviations which may be confusing or misleading.' I wrote to the Postmaster General's office and asked what abbreviations should be used." This text anticipates the lesson for the next week. In the meantime the pupils may look up a few abbreviations and then compare them with the ones which are given to them the following week. In practicing this text special attention may be given to fluency and ease of movement. Ease of movement is indicated by speed, lightness of grasp of the penholder, the ease with which the hand slides along the lines and lightness and smoothness of the pen stroke. Let the pupils measure the speed of their writing by counting the number of letters written per minute. Ease and fluency may also be developed by using suitable formal drill exercises to supplement the writing of the text.

# A Course of Study in Handwriting

For Grades Four, Five and Six

By FRANK N. FREEMAN,  
Author of Correlated Handwriting

Weekly Outlines for  
November, 1927



## OUTLINES FOR GRADE 6

Ninth and tenth weeks.—These weeks are devoted to a series of health rules. The paper should be headed "Health Rules." The following rules are suggested. They may be supplemented by other rules gathered together by the class. "Have fresh air when you work. Sleep with the windows open. Be out of doors much every day. Eat plenty of vegetables, cereals and fruit."

Drink much water and milk. Take vigorous exercise every day. Sleep about ten hours each night. Be cheerful and do not worry."

Each of these sentences gives opportunity for a good deal of class discussion. The main objective, of course, is improvement of handwriting and a discussion of the principles involved in the sentences should not put the writing problem in the background. Writing which deals with significant subject matter may give the child opportunity to keep up the quality of his writing while his attention is partly directed toward the meaning. This, of course, is the situation which commonly meets the adult writer. Various important aspects of writing may be concentrated upon in turn.

Eleventh week.—The example for practice in this week is a telegram. Members of the class may collect telegraph blanks in order to show the general arrangement of a telegram. The following message may be used for practice.

December 24, 1927.

To

Mrs. W. J. Hollister,  
Washington, D. C.  
4673 McKinley St.,  
Arrived safely with scout troop.  
Start for home Saturday morning.  
Fred.

Make some study of brevity and clearness in writing telegrams. Let pupils compete in writing the briefest and clearest telegram to send some message agreed upon. Test the legibility of each word by exposing it separately.

Twelfth week.—We shall use here progress exercise Number 3. This contains very common words containing all the letters and chief combinations. The list should be written in standard form in one and one-half minutes.

|        |        |        |
|--------|--------|--------|
| About  | joy    | should |
| before | like   | than   |
| box    | not    | they   |
| can    | old    | very   |
| first  | over   | was    |
| great  | people | which  |
| had    | quiet  | your   |
| have   | say    | zone   |

Mr. Elton M. Allen, for several years manager of The Bristol School, Taunton, Mass., is now with the Main School of Commerce, Auburn.

## MENTAL MEANDERINGS

(Continued from Page 17.)

terialized the ancient dream of Daedalus, and showed men how to sail through the air at double the speed of the swiftest bird. Another American, Elias Howe, trebled the leisure hours of women by inventing the sewing machine. Indeed, before the history of the young nation had spanned its first century, the magic and wonder of American inventions had revolutionized the whole scheme of social and industrial human life.

In view of such a record, it was inevitable that Americans, as a nation should become rather cocky, and, in their self-sufficiency, ignore many great and important matters of progress that were going on in the rest of the world. While we were forging ahead in mechanical and political accomplishment, France and Italy were outstripping us in art, Germany and Central Europe were excelling us in agriculture, and Great Britain had far surpassed us in the field of jurisprudence, and efficient government.

In the domain of education, while we had originated the democratic idea of free schools for the common man, we have allowed Germany, Scandinavia, and several other European nations to forge far ahead of us in the thoroughness and efficiency of their school systems. Intelligence and educational tests incident to our World War enlistments showed that we were lagging painfully in the matter of literacy, — considerably behind the other enlightened nations, to which, in this particular, we had been considering ourselves vastly superior. We also lead the world in divorces and other forms of social vice, and we have around ten times as much crime as any other civilized land. The Chief Justice of our own highest court, has lately said that our system of criminal jurisprudence is nothing less than a national disgrace.

Unpalatable as it may be, the plain truth is that we Americans, as a nation, need nothing so much as to curb our pride and try to mend our ways by trying to find out how a number of important matters are managed in some of the older and really wiser nations whom we have been in the habit of looking down upon. In the matter of industrial and commercial efficiency, we have but little to learn from the rest of the world, but in affairs vastly more important than these in their relation to human happiness and social stability, we have much to learn. Are we too proud to learn it?

Mr. James J. Toner, recently with the Merrill Business College, Stamford, Conn., is a new commercial teacher in the Gloucester, Mass., High School.

## PUPPY LOVE

(Continued from Page 18.)

stories before the time of Mary.

"I'm just after passing it off," continued Mary, "and I do not think I should bother with it when I made 100% of an average last year."

"Listen and I shall tell, went on the old, gray-thatched teacher.

"I did not make quite 100% of an average when I finished High School but I was up with the best ones. I went away to school and had one of the best teachers in the country as my instructor — thanks to my lucky stars — and after the examination held at the end of the first semester, he called me into his room and said, 'You have made 56% and I think you do not know very much about our English Language.' He made me start all over and forget everything I had learned and I found out that I did not know it all and there were other books on English that I had never heard of before that he advised me to study. I thank my lucky stars for having met a man and my old teacher is meeting you, Mary, through me. I do not know it all about English and the more I study and learn about it the less I find out that I do know."

Needless to say, Mary never bothered any more about omitting the study of English and before long saw the error of her way. Mary had lived in a small world and really did not know there was such a thing as advanced English — she was not really to blame as her surroundings had not been the most advantageous and she had not seen much of this old world of ours.

(To be continued.)

Norman Tower, the engrosser of Denver, displayed over 60 pieces of his fine engrossing at the County Fairs in Eastern Colorado, where he was representing the Barnes Commercial School. Tower is turning out some very high class penwork and is gradually going higher in the profession.

U. A. Goodman, formerly of Brown's Business College, Peoria, Ill., is to teach accounting in the Universal Institute, Fort Wayne, Ind.

Rene Guillard sent us a club of 140 subscriptions. That means "The Evanston Township High School pupils, Evanston, Ill.," are going to study penmanship this winter in real earnest. We hope some members of the class may become in time, as skillful as their teacher.

Mrs. Kathryn D. Chapman, recently with the Hackensack, N. J., Business School, is now teaching commercial subjects in the High School at Hackensack.



New York, Nov. 2, '86.

Friend Ames:

I wish to procure one of the Day & square gauged rulers with blade of medium length, and in perfect working order.

If you have one of that description to dispose of please to advise me and I will call and examine it.

Yours truly,

L. P. Spencer

"FAMOUS LETTERS"

Of all the letters published in this series so far, this one is probably the most distinguished. It was prepared by Lyman P. Spencer in 1886.





## REPORT OF MANUSCRIPT WRITING

By H. C. WALKER

Supervisor of Handwriting in the St. Louis School

(Continued from October.)

## ADVANTAGES AND DISADVANTAGES OF THE MANUSCRIPT WRITING

### Advantages

1. Manuscript writing is easy to learn and easy to teach.
2. Beginners need familiarize themselves with only one alphabet.
3. It is beautiful, accurate, and legible.
4. There are no difficult letter joinings.
5. It is an aid to reading.
6. It is an aid to language.
7. It improves the spelling.
8. It correlates reading and spelling.
9. It cuts down fatigue.
10. It economizes space.
11. There are no failures.

### Disadvantages

1. Manuscript writing does not represent a life situation; therefore, has no permanent value.
2. It has no features that carry over to the cursive. Whenever the change from manuscript is made, the child starts cursive writing as a beginner.
3. Pupils acquire habits which later must be changed.
4. Manuscript writing, because of its heavy strokes, fosters tenseness of muscles and excessive pressure (directly opposite the principles taught in cursive).
5. Tenseness of muscles and heavy line cause poor body position.
6. The straight position of the paper is mechanically wrong.
7. Continuity of movement, which aids continuity of thought, is absent in manuscript writing.
8. Manuscript writing is not conducive to ease and fluency, because of the vertical position of the letters and the straight lines which impede the flow.
9. It is labored and slow.
10. It does not meet needs, where both speed and legibility are required.
11. It loses its legibility unless it is well-spaced and well written with deliberation.
12. Manuscript writing in its advanced form (letters joined) is vertical writing.
13. It delays study and practice in writing the cursive penmanship.
14. It deprives the pupils of practice and progress in reading cursive writing.
15. Pupils who have started the cursive elsewhere (outside the school system) must change their writing when assigned to rooms where manuscript is taught.

### PART THREE

#### Exhibits.

A few sets of specimens, with explanations accompanying them, were submitted with this report.

### PART FOUR

#### Conclusions.

In presenting this report to which I have given very serious thought and study, I have considered the advantages and disadvantages of the manuscript writing, not only as it affects the child's progress in the primary grades but also, as it has a bearing on his general progress throughout the grade school, intermediate school and high school, and on his success in life beyond the school.

While some of the claims for manuscript writing appear to have foundation, it is generally conceded that its benefits are realized to the greatest extent in the first grade, diminishing in the second, and disappearing almost entirely in the third grade. This is an admission that the advantages of manuscript writing are only temporary.

Chief among the claims for the manuscript writing are that it is easy for the primary child to learn, and that it makes easy the learning of reading and spelling. Care should be used to guard against introducing methods on the ground that they are easy. It behooves us to look ahead to determine whether or not these methods, easy at the beginning, do not pile up mountains of difficulty later on.

Nothing has been more noticeable in connection with the St. Louis manuscript experiment, than the plight of second and third grade pupils transferred from our

manuscript schools to our cursive schools. Wherever found, these pupils are retarded in three ways: (1) In ability to write the cursive not having had instruction in it; (2) in written expression (because of having to discard the manuscript); and (3) in reading the cursive writing, (not having had experience with it in the manuscript school).

Those who are enthusiastic about the manuscript writing claim that the change to cursive writing may readily be made. It will be recalled that, when the change from vertical to slanting writing was made twenty years ago, considerable time was required and much difficulty experienced. To effect the transition from manuscript to cursive writing would involve the following changes:

- (a) Vertical to slanting writing.
- (b) Straight position of paper to slanting position.
- (c) Heavy strokes to light strokes.
- (d) Tenseness of muscles to relaxation of muscles.
- (e) Disconnected strokes to connected strokes.

While under the cursive plan the beginning child learns the forms of the capitals, small letters and figures gradually as he needs them, the case is different with the child who has had manuscript up to the end of the second or third grade. Besides having to make the changes above mentioned, he must also learn the fifty-two forms of the first and second grades, which are cursive alphabets before he can give written expression to his thoughts. In addition to these difficult problems he is confronted by the even greater problem of being called upon to produce a considerable amount of written work in connection with his other subjects without an adequate tool with which to do it. Why teach a form of writing that is the first and second grades which within a short while must undergo a complete change? Should we not consider from the beginning the kind of fundamental training that will carry the child through with the least waste of time? Is there not some question as to whether the gains made in the early primary by using manuscript writing are not offset later by the complications and disadvantages incident to transfer from manuscript writing to cursive writing?

It is claimed by the supporters of manuscript writing that it represents progressive education. Does not progressive education require more substantial education than is represented by this temporary form of the manuscript writing? Should not progressive education look forward and not backward? Manuscript writing is very decidedly a form of writing which has all the earmarks of the former vertical system. The statement was recently made by a visiting educator from England that when pupils had advanced to the sixth or seventh grade they were permitted to join the strokes of their manuscript letters. The result, of course, is vertical writing. Experience has shown that handwriting development is a process of elimination. Our present system of cursive writing represents handwriting that has survived, and benefits that have accrued, through centuries of experience and study. This surviving handwriting embraces certain elements which are essential to efficiency in penmanship.

The cumulative results in penmanship developed in the first, second, and third grades upon which we have relied in the past as the preparation for the development and use of muscular movement writing in the fourth, fifth, and sixth grades, would, under the manuscript plan, be absent. If it were decided to give over to the manuscript writing the penmanship periods of the first, second, and third grades, and reserve only the fourth, fifth, and sixth grades for practice in cursive writing, it is not necessary to teach in the fourth and fifth grades the fundamentals of cursive writing formerly taught in the primary grades. This would result in a very decided retardation in penmanship throughout the intermediate grades and the high school, especially since the new course of study gives no place to penmanship on its intermediate school program.

The extra training of first, and second grade teachers in how to write and how to teach the manuscript writing, and the training of third grade teachers in how to make the transition from manuscript writing to cursive writing are phases of the manuscript question which would involve much additional labor.

This comparatively recent revival of manuscript writing is only one of many attempts to develop a more simple and legible form of handwriting by making use of vertical characters and simplified letter forms, and each attempt has met with failure; because of the fact that other important features, as well as legibility, must be taken into consideration in the teaching of handwriting. The recent attempt along this line differs from former attempts in that this simplified writing is limited to the primary grades.

It is now about seven years since manuscript writing was brought to this country. It has gained foothold in a very limited number of private schools, outside of the two original experimental schools, the Horace Mann and Lincoln schools of New York. To my knowledge, no public school system has adopted it during this time. Is it wise for us to lead in the adoption of a form of writing, the permanent value of which is questionable?

The question arises, also, as to whether we can afford in our primary grades, any more than in other grades, to introduce a form of writing which has repeatedly met with failure.

Can we afford to start pupils with writing habits, all of which will have to be corrected before substantial progress in penmanship can be made, and a satisfactory tool of ex-amination developed? Recommendation.

After careful consideration of both the advantages and the disadvantages of manuscript writing, I respectfully recommend that it be discontinued in the experimental schools, and that the cursive writing be taught throughout the St. Louis Public School System.

I further recommend that the Penmanship Division cooperate further with the Primary Division to devise means for making the cursive writing as simple and as serviceable as possible for primary pupils; also that manila paper 2 1/2 x 11 inches, with lines an inch or more apart, be provided for use with crayola in the first grade.

Note: Since the preparation of this article, manuscript writing has been adopted by the St. Louis Public Schools for use in the first grade (at the blackboard). The above report is one of nine reports submitted to our Superintendent on this subject. The remainder were prepared by primary supervisors, and by principals of schools in which the manuscript writing was used as an experiment.—H. C. W.

## HAZEL DEPLER LEAVES FOR MALAY PENINSULA

Miss Hazel Depler, a former student of the Zanerian College and who has supervised penmanship in Struthers, Ohio, and who for the past year has been completing her college work in Morningside College, Sioux City, Iowa, will sail about November 1 for the Malay Peninsula, where she will teach in one of the English schools.

## THE CENTURY CLUB

R. R. Reed, the energetic penman of Ferris Institute, Big Rapids, Mich., sent a club of 20 subscriptions, which is the first installment on what he terms his century club for this coming year. We are quite sure that Mr. Reed will go over the mark this year as he did last.



Student Material—Graduates of 2½ year high and high school graduates. Some university.  
Enrolled for—Business course—12 months. Secretarial—6 months. Academic sec. Admin. High school graduates and special admin. course.  
Penmanship accomplishments of students entering classes—Average.  
Classes begin

Classes begin In addition to the usual opening dates students may enter any week of year. This then, necessitates a method of presentation best suited to the needs of beginner, intermediate and advanced pupils.

Enrolled in Class—Average class, 150.

Enrolled in Class—Average class, 190.  
Methods of presenting lessons and obtaining results  
Blackboard copies, blackboard criticism, use of copies in manual. My fresh-from-pen (business and ornate) Home work  
(See Specimen No. 1).

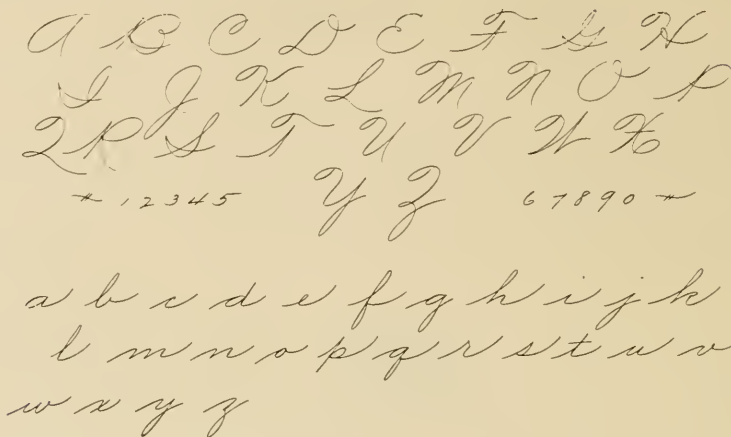




Time of period 40 min. 5 days a week.

Completion of course 20 weeks. Hope they are certificate winners at about 20 weeks, 85% pass certification.

Styles of penmanship Set of Capitals—set of small letters—set of figures. (See Specimen No. 2.)



SPECIMEN No. 2. These are the styles of letters used by Mr. Griffith, penmanship teacher, Englewood Business College, Chicago, Ill.

#### Quantitative results

Students are required to complete 30 pages of class work and 10 pages of home work each week. Class papers retained by student in special penmanship envelopes which is collected each week on Friday, checked to ascertain results, notations made on envelope, papers kept or destroyed as results merit. Summary of class product or errors to govern the lessons of the following week. Special awards: 1 doz. calling cards—pen holders, etc., to the one making most improvement, neatest paper etc.

#### Objective

A good easy style of plain business writing and the ability to apply it on any type of written record. The ability to write neatly.

#### What week of term was this lesson given? (See Specimen No. 3 Home work

5th or 6th week. I have selected Wednesday, having noticed the necessity of presenting the least exacting lessons to my classes during the first of the week, and the more difficult lessons on Wednesday, Thursday and Friday. The first of the week, due to outside activities much time can be profitably spent in helping students to maintain correct posture, acquire freedom and in arousing interest in the subject in general. In this your skill at the blackboard or with the pen plays no small part. Forepart of the week: movement; exercises, capital letters joining (easy signatures) and short words. Last of week: Small letters, words, sentences and paragraph writing.

Letters presented prior to this lesson. O-C-A-E-D-P-B-R. o-c-a-i-u-w-r-n-m-x-v-r-s-t-d.

Assume the correct position of the body, arms, feet and paper. Is your hand going to glide along on the nails of the last two fingers. Is the fleshy part of your hand rubbing on the paper or is it poised well off the surface of the paper? Position and ready for Exercise No. 1. Direct exercise 1 space, retrace 6 times. 1-2-3-4-5-6. 1-2-3-4-5-6. 1-2-3-4-5-6 change the paper. Exercise No. 2 faster, (1/2 as large as No. 1) 1-2-3-4-5-6, three times, change the paper about 12 to a line. Exercise No. 3. Nos. 1 and 2 (smaller) 1-2-3-4 three times and change twelve to a line. Board criticism of letters and letter construction. Exercise No. 4, push pull, 1 s ace and note the finishing line, round turn at the base line. 1-2-3-4-5-6-7. three times, change the paper. Exercise No. 5 half size of No. 4. Exercise Nos. 6 and 7, practice small a and t later combining them in forming d. Exercise No. 8, a 1/4 space d 1-2-3 three times and change. Check your slant, change paper after each 3rd word.

Exercise No. 9 1-2-3-4-5-6.

Exercise No. 10 1-2-3-4-5-6-7. dot.

Exercise No. 15 and 16 write two lines of each word.

Exercise No. 17 and 18 for advanced students endeavor to cut down the pacing of your writing.

Students in seats 106-109-112-210-245-316-414-518 have maintained the correct position and maintained a good writing speed

as a reward I am going to write their names in ornamental writing.

Eight signatures. See Specimen No. 4.

There is no one subject in which you can perfect yourself that will mean so much to you in the future as penmanship. Any good business man will tell you that it is the most important qualification in their business requirements. The good penman among their employees receive promotion and advancement are made. It is always a fine high service.

## LESSONS IN ORNAMENTAL PENMANSHIP FOR BEGINNERS

We now take up the study of small letters.

Nos. 40 and 53 should be studied very carefully. Take one letter or word at a time until you get it up to a high professional standard. It is well to shade about every other letter. Use a free movement, but more penliftings are permissible than in business writing.

40 *o oo ooo oooo oooooooo* 41 *a aa aaa aaaa aaaaa*  
 42 *one/one/one/one/one/one* 43 *aim/aim/aim/aim/aim*  
 44 *n n n n n n n n n n* 45 *x xx xxx xxxx xxxxx*  
 46 *mix/mix/mix/mix/mix* 47 *axiom/axiom/axiom/axiom*  
 48 *v vv vvv vvvv vvvvvv* 49 *w ww www wwww wwww*  
 50 *vain/vain/vain/vain* 51 *wave/wave/wave/wave*  
 52 *union/union minnie minnie annum/annum*  
 53 *common winner minimum maximum announce*

Nos. 54 to 58 are devoted to the M and N. Study the different beginning strokes, the nice parallel effects and the snappy shades. See how much beauty you can get into your work. Do not shade on lines which are intended to be light. Cultivate a light even pressure.

54 *M M M M M M M M M M*  
 55 *M M M M M M M M M M*  
 56 *N N N N N N N N N N* 57 *N N N N N N N N N N* 58 *N N N N N N N N N N*

No. 59. The X is a beautiful letter when properly balanced. See that the beginning oval is like the final oval. Be sure to swing freely enough to avoid a kinky line. Refer to the copy frequently. See that your ink is thin enough to make fine hair lines. Reload your shadee. This is done by setting the pen in the shade before it is dry, running more ink into it.

59 *X X X X X X X X X X*

H. Hart

Feb 8, 1927

Homework - Time 36 min

man man man man  
 man man man man  
 man man man man  
 man man man man  
 man man man man  
 man man man man

tame tame tame tame  
 tame tame tame tame  
 tame tame tame tame  
 tame tame tame tame  
 tame tame tame tame  
 tame tame tame tame

maintain maintain mai  
 maintain maintain mai  
 maintain maintain mai

SPECIMEN No. 3. This specimen was used by Mr. Griffith in his talk before the National Commercial Teachers' Federation to illustrate the kind of specimens he expected his penmanship students to hand in each day. Where students prepare a specimen similar to the above every day they are bound to improve.



J. B. Ruth

J. H. Morgan

J. Arthur

J. H. Farnet

J. H. Farnet

W. F. Krause

W. F. Krause

J. H. Farnet

SPECIMEN No. 4. This specimen was used by Mr. J. S. Griffith to illustrate his talk before the N. C. T. F. Cards like the above are used by him to create interest.



New Philadelphia School, New Philadelphia, Ohio. During the past six years he has been connected with the Oil City Public Schools as Director of Commercial Education and Supervisor of Penmanship. When Mr. Nelson's resignation was acted upon by the Board of Education of the Oil City Public Schools, a vote of Appreciation was extended him for his excellent record of service.

On July 1st this year Mr. Nelson with two other associates from Oil City, P. H. Sellers, and L. C. Dodson, took over the active management of the Jamestown Business College. The three men are planning to give their entire time and attention to the school. The following constitute the new organization of the board of directors of the Jamestown Business College:

Thomas M. Nelson, Pres.  
H. E. V. Porter, Vice Pres.  
L. C. Dodson, Secretary.  
P. H. Sellers, Treas.



**THOMAS M. NELSON,**  
President and Principal of the Jamestown Business College.

Thomas M. Nelson was born near Rochester, Minn., May 25, 1893. He comes from sturdy Norwegian stock. Mr. Nelson points with considerable pride to his grandparents that braved the dangers, and hardships of pioneer life in Southern Minnesota.

Besides a number of years in school experience, Mr. Nelson has had a variety of experiences in other lines of business.

Mr. Nelson has completed courses in the following schools:

Tobin College, Normal and Business.

Zanerian College of Penmanship, Professional.

(Red seal and teachers certificate).  
Office Training School, Teachers' Training Course.

He took a course in Mechanical Engineering and Manual Training at the University of Southern Minnesota. This work has lead him to make woodworking one of his avocations. He also spent several summers at Valparaiso University, and Bowling Green, Ky. Business University.

Mr. Nelson served for some time under General Wood's command at Fort Riley and Camp Funston as a Sergeant. He was connected with the Educational Department where he organized classes in business subjects for soldiers. After the Armistice he was transferred to the United States Army Reconstruction School, Fort Sheridan, where he taught classes for wounded soldiers. For this work he has been greatly praised by officers and men.

In 1920 and 1921 he served as the head of the Commercial Department and Supervisor of Penmanship of the

## OLD ENGLISH FOR BEGINNERS

By E. L. Brown, Rockland, Me.

Old English lettering is used by the engrosser for headings, start-words, filling diplomas, etc. Many of our lessons are prepared for the advanced student, but this one is for the beginner who has had little experience in handling the broad pen. The alphabet was written with a No. 2 broad pen with little retouching outside of the thin lines, therefore, the lettering is shown with all the inaccuracies that might occur and are often present in rapid, free hand work. Many penmen will not show their every day free hand work owing to a fear that their established reputation might be effected unfavorably. Possibilities instead of impossibilities for the beginner will no doubt produce the best results in the end.

### Outfit

Assorted sizes of broad pointed lettering pens, especially sizes 1, 2 and 3, Zanerian ink, heavy unruled paper and some lead pencils, 3 and 4 H in hardness.

First rule head and base lines for height of letters, following with practice on the strokes in their given order. The first strokes taper at either end and are used in ten O. E. capitals. Use a No. 2 pen and finger movement. In order to make these strokes pointed it will be necessary to start the pen to the left then downward, again to the left. Practice on these strokes until you can make them with accuracy, following with each of the other principles. Skillful handling of the broad pen will come with careful thoughtful practice.

Next follow with the capitals—taking up each letter separately—note carefully its form, character and proportions, make each stroke in order indicated. Uniform size and spacing are most important in all styles of lettering. Send us your work for criticism.

Mrs. Helene Keiser is a new commercial teacher in the Union Institute of Business, Cleveland, Ohio.

Mr. Lewis B. Clark, last year Assistant Superintendent of Schools in Manchester, N. H., is now teaching commercial work in the Plattsburg, N. Y., State Normal School.

A. W. Cooper, formerly of the Capital Business College, Salem, Oregon, is now teaching bookkeeping, penmanship and arithmetic in the Wilson Modern Business College, Seattle, Wash.

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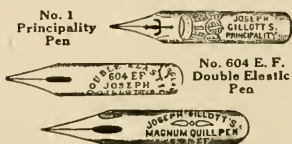
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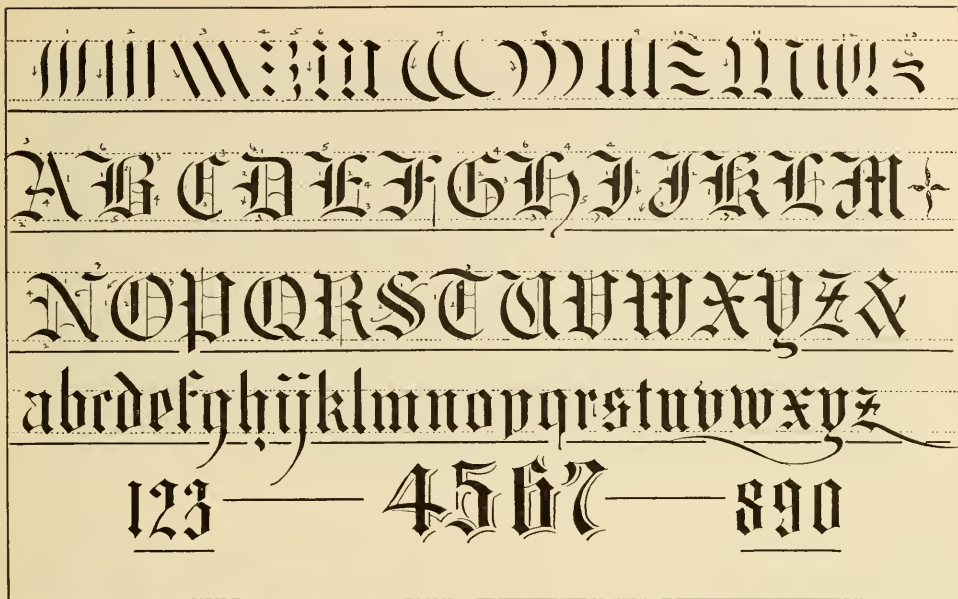
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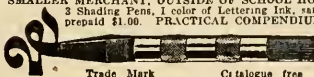
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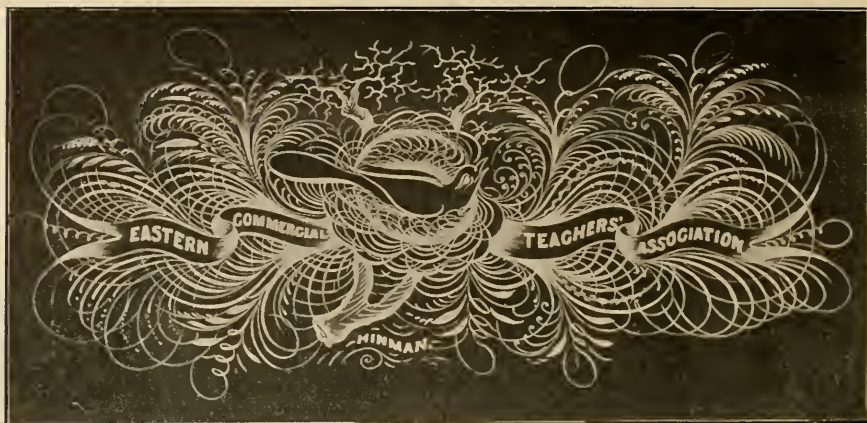
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A blackboard flourish by A. H. Hinman, who in his day was considered one of the best blackboard artists. The above was made many years ago.

The following are new commercial teachers in the High Schools of Des Moines: William Clark, Eugene Beyatt, Helen Halbersleben, Ruth Tillmont, Norman B. Curtiss, and Mary McCully.

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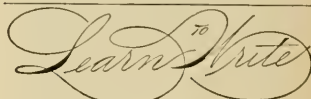
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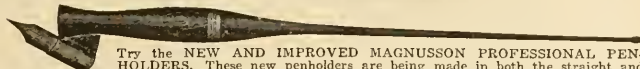
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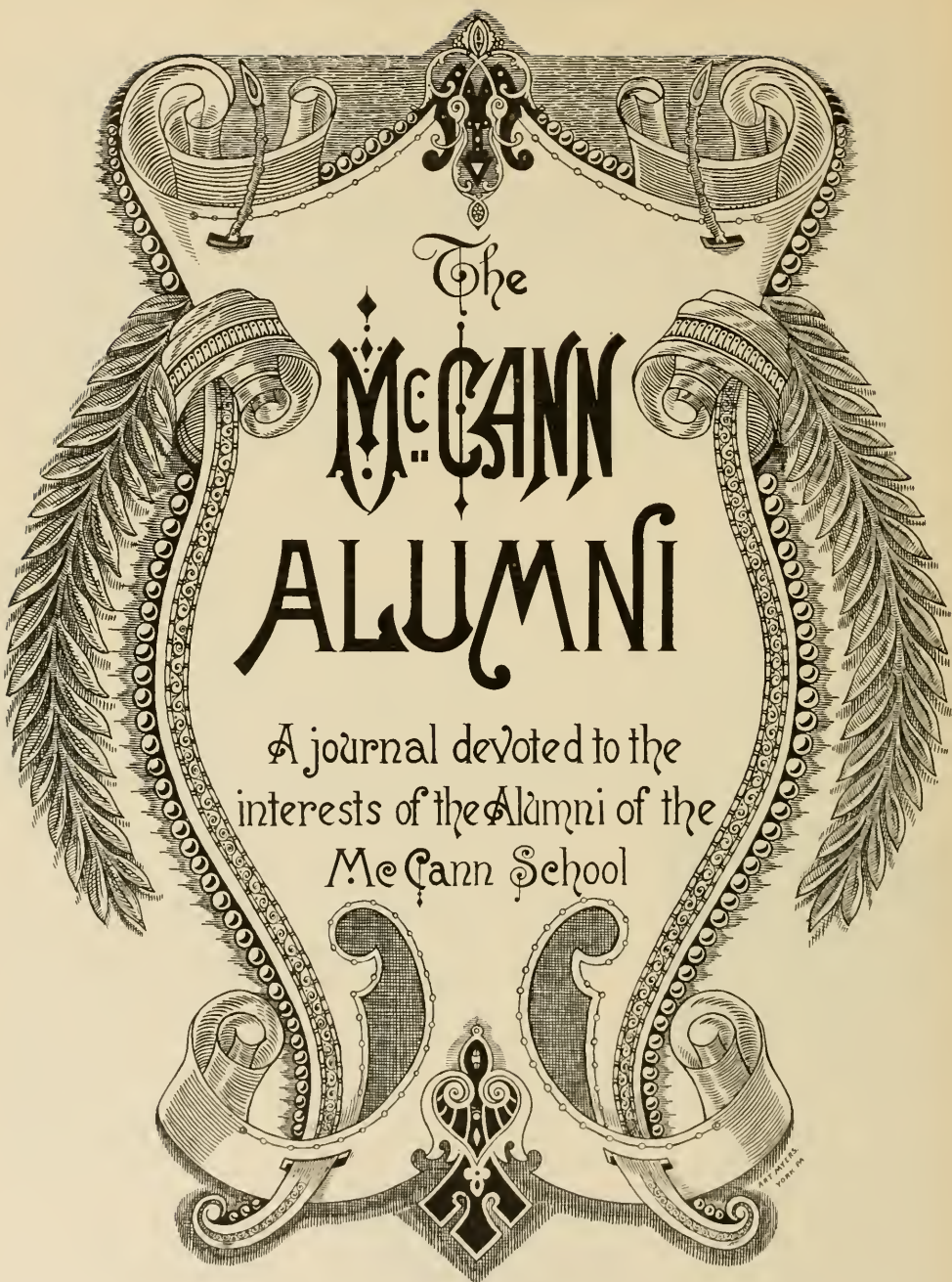
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## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**The Oxford Desk Set**, comprising "Modern English Usage" and "Concise Oxford Dictionary", published by the Oxford University Press, New York City, N. Y.

Speaking of the Modern English Usage, Christopher Morley said in his review entitled "On Minding our Manners in Speech," "This is a book that really could do for one's speech or writing what the fabled Book of Etiquette was supposed to do for the manners of the table."

The New York Sun in reviewing the Concise Oxford Dictionary exclaimed, "There is not another cheap dictionary that will bear comparison with this admirable adaptation of the Oxford English Dictionary; nor do we hesitate to include among cheap dictionaries certain much advertised works, many times larger and a great deal more expensive. The authors have done the work of compression most admirably and long before us a review of the English language the like of which has not been attempted before."

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**Accounting**, by Paul-Joseph Esquerre. Published by the Ronald Press Company, New York. Cloth cover, 369 pages.

A challenging, thought-provoking contribution from one of the best known figures in American accounting. Everyone who works with accounts will want its keen, virile suggestions and recommendations on live, practical questions of today.

Paul-Joseph Esquerre needs no introduction. A pioneer in the field, he has fought unceasingly to prevent the shackling and stunting of accounting by rigid, artificial rules and customs.

In this new book, he has pushed far ahead of the old conventions. For major problems such as statement preparation and valuation procedure—problems where the methods of handling the facts involved vitally affect the validity of the information for purposes of management—he shows where, in his judgment, existing practice falls short and advances new, clear-cut decisive ways of attaining the objective.

But his book does vastly more than search out weak or controversial points. It helps you to do your own thinking—to chart out a course where really constructive work is required. It gives you confidence and support in situations where you yourself have felt that the orthodox methods were inadequate or inconsistent.

**Plainer Penmanship**, by John Oswell Peterson, Supervisor of Penmanship, Tacoma, Wash. Published by the Bruce Publishing Company, Milwaukee, Wis. Paper cover, 128 pages.

This book contains selections from the more complete textbook entitled "Plainer Penmanship for High Schools and Junior High Schools," which book may well be used as a teachers' guide in connection with the lessons here offered. For charts and scales to which diagnostic, analytical, and corrective lessons are keyed, the teacher or student may refer to the larger book. The selection of the most useful material for practice, together with its effective organization and presentation, a number of advantages have been retained.

The directions are explicit and are given in simple language which pupils can read and understand.

The clear and ample illustrations cover many important points which usually escape notice.

The movement drills—according to types such as rolling, pushing, gliding—are grouped with the types of letters in which they are used.

The letters are grouped according to likeness. The drill on each letter is followed by word drill, and, finally, by a practice sentence in which that letter is repeated from six to ten times.

Practice of each capital letter is followed by applying it to the more important cities, whose locations are also given. Capitals also are applied to the states and their abbreviations. The abbreviation have been revised to conform with the recommendations of the United States postal authorities.

Those letters which are not thoroughly standardized are given in all current forms, with preferences stated.

The selections for applied writing contain worth-while historical and literary content.

**New Business Speller**, by Charles M. Miller, Principal of the Miller School, New York City. Published by Lyons & Carnahan, Chicago, Ill. Cloth cover, 227 pages.

Not a few new words have come into the language of recent years. Some old words, little used in past years, have come into general use. The latest edition of Webster's unabridged makes use of some new diacritical characters, and makes some changes in pronunciation and definition that should be noted. These are the technical reasons for the appearance of a new business speller.

The technical reasons above enumerated are alone sufficient to justify the bringing out of a new book. There are other reasons, however, that have made the NEW BUSINESS SPELLER a practical necessity. Commercial education has developed. Courses are more advanced than they were, and students are of a higher grade. Business men are yearly becoming more critical.

The commercial education wave has brought the teaching of spelling into the high schools and colleges. The whole field of spelling education is broader and more is required in spelling, as well as in the other branches.

For these reasons the tendency has been to increase the number of words in the spelling books.

NEW BUSINESS SPELLER has 6,000 words, or about 1,000 words more than any other. So carefully have these words been selected, however, that every word in the book will be seen to be a useful one. The repetition of words has been worked out in such painstaking detail that, while all needed repetition for review has been given, the book is not bulky, nor is there any wasteful, useless repetition.

**The Administration of Industrial Enterprises**, by Edward D. Jones. Published by Longmans, Green & Co., New York. Cloth cover, 618 pages.

The present revision of this text has been a thorough one. As an illustration of the evolution of the subjects dealt with, it may be said that the new material now presented exceeds in quantity the subject matter of the first edition.

The purpose of this book is to present in compact outline a survey of the state of the art of business management as it exists in the United States, at this time.

The treatment aims to present practice with reasonable fullness of detail but, wherever possible, to deduce and formulate the general principles, or the philosophy, controlling action.

The chief outstanding characteristic of this book is the inclusion, for the first time in such a treatise, of a full discussion of the underlying general principles of administration, which govern all efficient joint enterprises whether of a business nature or otherwise. The reader is earnestly advised to ground himself thoroughly in these principles, for upon them rests the larger part of the executive policies and practical rules employed in business enterprise. This material is to be found in Chapters VII—The Administrative Organization, VIII—Administration: Orders and Rewards, IX—Rules of Administration, and X—Morale and Leadership.

**A Manual of English**, by George B. Woods, Dean and Professor of English, American University, and Clarence Stratton, Director of English in High Schools, Cleveland, Ohio. Published by Doubleday, Page & Company, Garden City, N. Y. Cloth cover, 282 pages.

This book is concerned primarily with the means of communicating ideas or information. It is to be taken for granted that the body is more than raiment, that content is a more important than its language or its style. The book does not aim to supply training in thinking, or to present material for discussion. Nor is it meant to be a complete treatise on the art of writing and speaking. It does aim, however, to stress those principles which are necessary to the clear and effective presentation of ideas and to make practical the clear and correct use of ordinary English.

This text is built upon the assumption that improvement in English comes from the consciousness of error, from a knowledge of what is right, and from practice in the application of the rules of good usage. By pointing out the errors most common in student English, it teaches the student to discover his own errors; by presenting brief positive statements and concrete illustrations of reasonable usage, it aims to help the student to avoid errors and to form correct habits.

**Latin America—Men and Markets**, by Clayton Sedgwick Cooper. Published by Ginn & Company, Boston, Mass.

The purpose of this book is to promote a clearer understanding of Latin-American business men, and a better knowledge of the trade relationship existing between the United States and the various countries of Latin America. It gives a concise and readable account of each of these countries, covering geography, government, currency, products and industries, exports and imports, transportation, and commerce. It also makes a special point of developing a sympathetic understanding of the people, their history and traditions, their temperament, their ways of doing business. Those familiar with the course in question agree that such an understanding is not only most important in the interests of international good-feeling, but essential for successful commercial relations with them. For, if the United States is to maintain a dominant position in Latin-American trade, our business men must learn to adapt their methods to Latin customers, manners, and prejudices.

The author has long been in close contact with the countries of which he writes, and has made an extended study of conditions in them. He has arranged his book with a view to its use in schools of business administration and in colleges and universities in economics, marketing, and trade relationships. It will also be of special value to consular officers, foreign-trade executives, and all others who wish to be well informed about trade conditions in Latin America.



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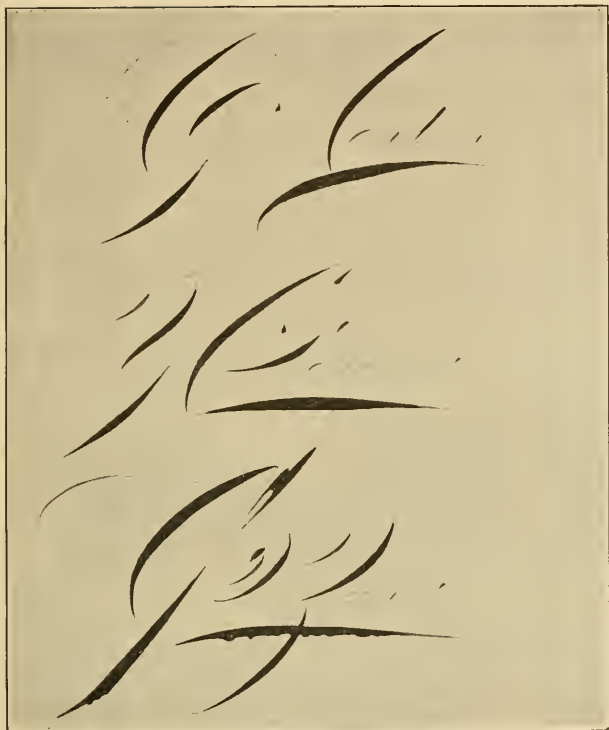
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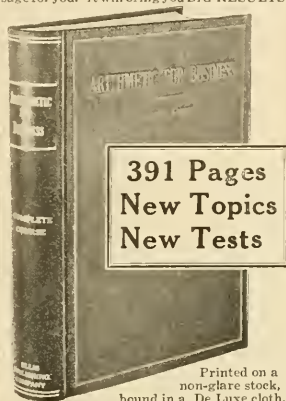
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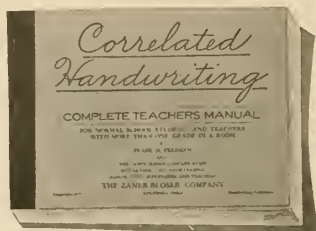
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The Sixteenth edition, greatly enlarged and completely re-written, is more than an enlargement or a revision. It is a new book. The work is presented in the most instructive and teachable manner, and has won the commendation of the World's Greatest Typists and typewriting teachers everywhere. All world's typing records for both speed and accuracy are held by typists who studied from "A Practical Course in Touch Typewriting." It has justly been called the typewriting method of the Champions. A special edition of the complete volume has been issued, using the method of fingering in which "B" is struck with the left hand.

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The use of "High Speed in Typewriting" will develop an unusual degree of typewriting skill.

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# THE Business Educator

Volume XXXIII

COLUMBUS, OHIO, DECEMBER, 1927

No. IV



A. N. PALMER IS DEAD

As we were going to press with this issue, news reached us that A. N. Palmer, president of the A. N. Palmer Company, author of the Palmer Method and editor of the American Penman, died on November 16 at his home in New York City, after a short illness.

Mr. Palmer has been one of the outstanding characters of the penmanship profession for many years. His passing will be mourned by a host of friends. The Business Educator extends sincere sympathy to his family and business associates.

## GENUINE SERVICE

Will you kindly send me a few sample copies of the B. E. for distribution among my students? I am teaching the penmanship this year myself and know from past experiences that I can stir up a great deal of interest and really render the students a genuine service by putting this valuable publication into as many students' hands as possible.

W. R. Hamilton, Pres.,  
The Hamilton University,  
Mason City, Iowa.

## IN WHAT MONTH WERE YOU BORN?

The following well known Penmen were born in December, at the place following their names:

- 1.—S. E. Bartow, Cadiz, Ohio, Dec. 25, 1868.
- 2.—T. Courtney, Snyder Co., Pa., Dec. 24, 1873.
- 3.—A. B. Garman, Elkhart, Ind., Dec. 4, 1866.
- 4.—J. S. Griffith, Pocatello, Idaho, Dec. 30, 1892.
- 5.—L. M. Kelchner, Light Street, Pa., Dec. 8, 1862.
- 6.—E. J. O'Sullivan, Loretto, Quebec, Canada, Dec. 2, 1869.
- 7.—A. N. Palmer, Fort Jackson, N. Y., Dec. 22, 18...
- 8.—J. K. Renshaw, Carmi, Illinois, Dec. 15, 1869.
- 9.—J. H. Smith, Durham, N. C., Dec. 23, 1866.
- 10.—J. E. Soule, Palmyra, Me., Dec. 20, 1844.
- 11.—H. W. Strickland, Windsor, Conn., Dec. 3, 1880.
- 12.—Glenn E. Sprague, Middleton, Mich., Dec. 18, 1891.

We want the place and date of birth of every Engrosser, Supervisor and teacher of penmanship. The year may be omitted if preferred. Please send to R. S. Collins, Pierce School of Business Administration, Philadelphia, Pa.

## TEXT LETTERING

Every student of penmanship should master broad pen lettering. He should be able to do at least several styles well. So much of the engrossing work is done in text lettering that it is absolutely necessary to become proficient in it if he would succeed as an engrosser. In engrossing studios the beginner is started in on text lettering. It is therefore a mistake to try to master some of the higher branches of engrossing before having mastered text lettering. Study Mr. Brown's lesson in this issue.

## THE TREND IN PENMANSHIP METHODS

By E. A. Luffer

(Continued from Nov.)

### Meaningless Exercises

During the past 15 or 20 years, many various exercises have been used, wisely and unwisely, in developing a good handwriting. In many cases these exercises have been poorly associated and applied to letters. To the student who did not see the importance of exercises they were just so much work. In many cases where exercises were over-emphasized, the students never really got beyond the exercise stage. Frequently, they made beautiful exercises with excessive speed but wrote miserably with a slow, labored movement. The exercises and the letters were not made with the same speed and therefore the benefit that should have been derived from the exercises was practically lost.

### Good Teaching

After seeing these various experiences, teachers generally have benefited by their short-comings, and today the teacher who is wide awake uses a moderate amount of this and that device or help. By studying schoolroom needs and using good judgment, she meets the situation sensibly with whatever device or method is at her command. If she has ability in music, drawing, story telling or anything else, she can often use it to advantage in the writing lesson, but she must be careful not to overdo, or ride a hobby to death. She is not an extremist.

The good penmanship teacher shows the pupils the essentials of form but does not confuse them with non-essentials. She explains and shows why letters are legible or illegible.

She encourages good position, but does not try to force the acquiring of an unnatural position. She shows why a pupil can write well in a good position and why a poor position is detrimental to writing and health.

(Continued on page 15)

## THE BUSINESS EDUCATOR

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E. W. BLOSER - - - - - Editor  
E. A. LUFFER - - - - - Managing Editor

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The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



# Lessons in Business Writing

By E. A. LUPFER, Columbus, Ohio

Send 15 cents in postage with specimens of your best work for criticism.

## A SUGGESTION FROM R. S. COLLINS

"To loosen the muscles, strengthen the movement, give confidence and lighten the touch, your readers might use my plan 'to take out the kinks.' I drill on copies 4 and 5, page 9, (Oct. B. E.) several times daily, making them as high as possible, without sleeve sliding or thumb working. Begin directly in front of your nose, about 9 inches from the edge of the desk (as far as you can span), and make the strokes to and from the eyes, or the center of the body. Use a hard pencil (No. 2½ or 3) on an ordinary newspaper, and see how many minutes you can work in the same drill without wearing through the paper. Keep the muscles relaxed and the touch very light. Count mentally on the down strokes, listen to the pencil say 'an' on every up stroke. About 8 to 10 counts very five seconds is fast enough for these muscle stretching drills. A good plan is to count six, over and over, three times on the straight line, and bring the hand to a full stop at the bottom on the third 6; then make the direct oval same number of counts, following with indirect oval, then straight line again, etc. Also learn to get control of the hand by bringing it to a full stop at the top after every third 6 'an'. If this helps you, tell Mr. Lupfer."

Mr. Collins enclosed a sample of his practice in which he had covered over eight spaces. Students should cover about 3 spaces the first week, 4 the second week, 5 the third and 6 the fourth, etc.

Copy 72. Loosen up the muscles by reviewing this exercise. See how easily and accurately you can make it.

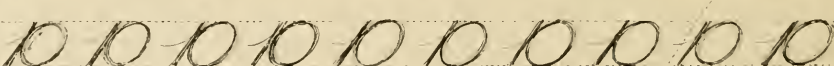
Copy 73. A combination of push-pull and oval exercises, leading up to the letter P. I would suggest that you do not spend more time on exercises than necessary in order to learn to make real good letters.

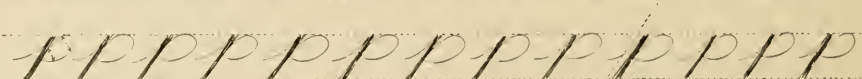
Copy 74. This is intended to develop the straight line retrace. See that you end this exercise carefully. Unless you do you will get a wild oval.

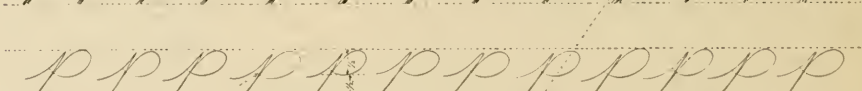
Copies 75 and 76. Before practicing the P be sure that you have analyzed it carefully. Study the copy until you have a mental picture and then put your best effort into your practice. It is not how much practice, but how much effort you put into it. After you have made them one space high, bring them down to three-fourths of a space.

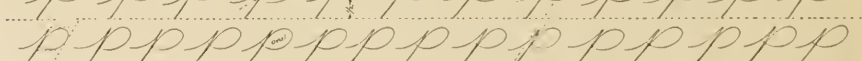
Copy 77. You are becoming skillful with the pen by this time and can therefore call yourself a penman. Don't do so, however, until you can write the word Penman well.

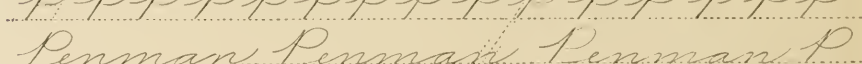
72 

73 

74 

75 

76 

77 

Copy 78. The difficult part of the B for many is the retrace. You can profitably spend some time on this exercise.

Copies 79 and 80. The B should not be made too wide. Try to get fourteen to sixteen letters on a line seven inches long. The B is very similar to R. Get the little loop properly placed and shaped. The two large ovals are the same in size. Compare your work with the copy. Are you swinging these letters off freely? Wobbly lines indicate slow motion.

Copy 81. This copy is easy but you should be very careful with the spacing, and see that all the turns are rounding and angles sharp. The little o and a should be made distinct.

Copy 82. Remember exercises are given for a definite purpose. They are only a means to an end, therefore use them intelligently. They should be made with the same speed as letters.

Copies 83 and 84. Start the R with a curve. The large oval is the same as on the P. Watch the size and location of the loop and see that the final stroke is swung out gracefully. The teacher can count: 1-2-3-4. Don't hesitate on the loop.

78 B B B B B B B B B B B B B

79 B B B B B B B B B B B B B

80 B B B B B B B B B B B B B

81 Bannon Bannon Bannon Bann

82 R R R R R R R R R R R R R

83 R R R R R R R R R R R R R

84 R R R R R R R R R R R R R

85 Runner Runner Runner Run

Copy 85. Run this copy along freely. Let the arm roll on the muscles. Don't let the thumb "chew gum."

Copy 86. The *r* begins and ends like *i*, but has a decided shoulder. Unless you get width to it and a distinct shoulder, your *r* will be mistaken for *i*. Notice that the *r* is made higher than the *u* or *n*. Check the motion as indicated by the check mark in the copy. The down stroke should be made straight and with considerable care. The *r* is one letter that requires care.

Copy 87. This is a good word for movement. You will notice that there are two decided pauses in the motion. These pauses are at the shoulders of the *r*. The other letters glide along freely.

Copy 88. The *s* and the *r* are very similar, and if not made well are sometimes illegible. Close the *s* at the bottom. Use a rocking, rolling motion. Curve the upper stroke and glide out of the letter gracefully the same as in *i*.

Copies 89, 90 and 91. In these words pay particular attention to the *s* and *r*. If you can make them well, give your attention to some other letter which you cannot make so well. Write other similar words. Compare your work with the copy often. The more you study the better your writing will become.

86 R r r r r r r r r r r r r r r r

87 runner runner runner runner

88 S s s s s s s s s s s s s s s s

89 summons summons summons

90 sure sure sure sure sure sure

91 soar soar soar soar soar soar

Copies 92 and 93. So many letters begin the same as *H* that it is very important that you master these exercises and the stroke itself. Get plenty of freedom and study the form.

Copies 94, 95 and 96. The *K* *H* and *X* have practically the same beginning stroke. The second part of these letters begin the same, that is with left curves. Be sure that you get two nice compound curves in the *K* and that the second part loops around the stem. Check the motion at the bottom of the second part of *H*. Be sure that the *X* closes.

92

0000099999,999999

93

999999999999999999

94

K K K K K K K K K K K K

95

K K K K K K K K K K K K

96

X X X X X X X X X X X X





# Showy Business Writing in Ten Acts and Fifty Scenes

Written, Produced and Directed by C. SPENCER CHAMBERS, LL. B., Supervisor of Penmanship,  
Syracuse, New York, Public Schools.

## ACT IX

### SCENE I

Try writing this entire scene in one minute and 15 seconds. Do not sacrifice accuracy for speed. Strive to keep those two essentials hand in hand.

After practicing this many times write a letter using the copy to open and close.

704 Crown Ave.,  
Dover, Ore., Aug. 3, 1927.  
Messrs. East & Ault,  
Columbus, Ohio.  
Gentlemen:  
Yours respectfully,  
C. M. Noon Co.

## ACT IX

### SCENE II

Memorize this form, then substitute one line each time starting with the first line. Each time you will write four lines of the scene. That is a method used to relieve monotony where there is a requirement of a large number of copies.

Do not use the name of an existing bank.

No. 7 Syracuse, Ind. Feb. 3, 1927  
Home Bank & Trust Co.  
Pay to the order of G. H. Kass  
Five hundred  $\frac{60}{100}$  Dollars  
 $\$500\frac{60}{100}$  M. L. Vance

## ACT IX

### SCENE III

Take pride in making legible figures.

Practice this receipt in sections, substitute names and amounts.

There are one hundred signs, figures and letters in this form, making it a good copy for timing.

\$440.00

Walton, Ky. May 7, 1927  
 Received from C. M. Face Jr.  
 Four hundred forty no. 100 Dollars  
 in full of account to date  
 Otis Baker.

## ACT IX

## SCENE IV

If you practiced the combination exercises in the early acts, you will have but little trouble in the capital combinations used in this act.

Use only fictitious names in substituting in this form. Change amounts and dates so as to practice on all the figures after memorizing this form.

\$300.00

Emporia N.Y. Sept. 1, 1927  
 Two months after date I promise  
 to pay Lanning Bros. or order  
 Three hundred 00/100 Dollars  
 value received, with interest.  
 No. 5 J. M. Norton

## ACT IX

## SCENE V

Do not depend on printed forms with blank spaces as they are not always at hand. By committing to memory the forms given in this course you will have made an appreciable step in Commercial Law.

Write, rewrite, then write again.

\$900

Morning, Penna Aug. 10, 1927.  
 (At sight pay to the order of  
 Luther J. Kuhns \$900  
 Nine 00/100 Dollars  
 Value received and charge to account of  
 J. W. W. Mills } Newark & Spencer  
 No. 7 St. Louis Mo }

CURTAIN.

 *Students' Page* 

Beverly, Mass., Jan. 20, 1927.

Zaner-Bloser Company,  
Columbus, Ohio.

Gentlemen:

I have studied and practiced the lessons which you have sent me from time to time, and I feel that your kind constructive criticisms have been helpful.

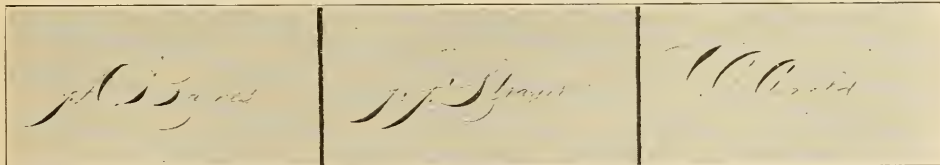
I am submitting my final examination with the hope of winning a Certificate.

The Zaner Method Correspondence Course has been very interesting and profitable and I recommend it to all who desire to acquire a rapid, serviceable style of handwriting and who wish to learn the most modern methods of teaching it.

Sincerely yours,

Olive M. Adams

Miss Olive M. Adams, Supervisor of Writing, Beverly, Mass., is a real student of penmanship. There are very few supervisors and teachers who can write a better and more fluent style of writing than Miss Adams. She is one of those teachers who follows directions faithfully and works systematically. Upon the completion of the Zaner Method Correspondence Course she was awarded a Professional Certificate.



Fred Tomsits, a student in the South Bend, Ind., Business College, should be able to make some pin money this Christmas by writing cards. Anybody would be glad to get name cards and Christmas cards written as beautifully as the above.  
Burt Kelley is Mr. Tomsits' instructor.

Life's battles don't always go  
 To the stronger or faster man,  
 But soon or late the man who wins  
 Is the one who thinks he can.  
 Dorothy Grimm

Life's battles don't always go  
 To the stronger or better man,  
 But soon or late the man who wins  
 Is the one who thinks he can.  
 Ethel Wood

Getting a little better day by day  
 You should practice excuses daily  
 Do your best, then try to do better  
 Join all the letters with easy action  
 Mildred Leach

The three girls who wrote the above are Junior high school pupils in Parkersburg, W. Va.



The above group of students from the Parkersburg, W. Va., Junior High School won Zaner Method High School Certificates. Few schools in the country are getting better results in penmanship than Parkersburg. R. W. Carr is the supervisor who is putting the penmanship across in that city.



# THE TREND IN PENMANSHIP METHODS

(Continued from Page 7)

She secures good appearing work by insisting upon uniform slant and spacing, and that faulty forms are improved.

Her counting is in such a way as to encourage rhythm and proper speed. By her counting she is able to direct attention to parts of the letters to be watched and improved, but she does not tire herself and her pupils by "whirlwind" counting, and continuing counting when not necessary.

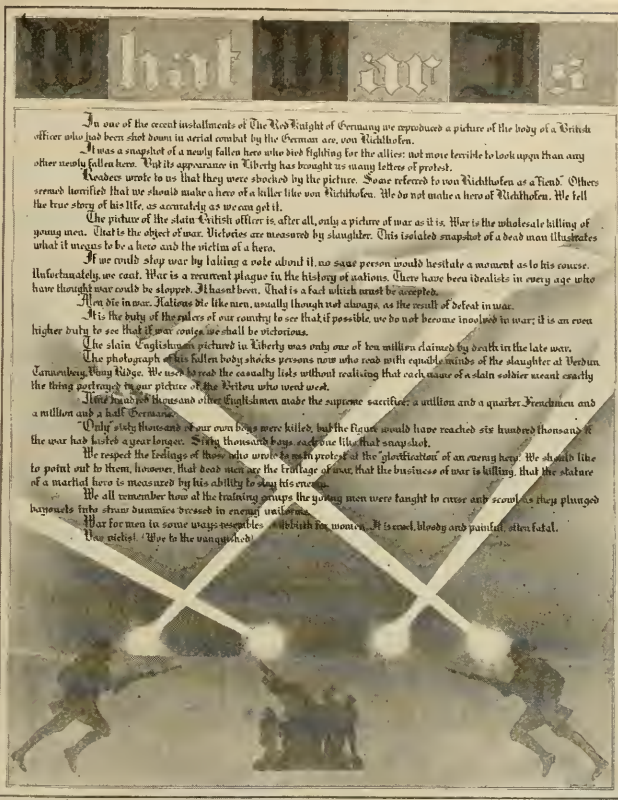
Every exercise she gives has a definite purpose. The pupil is shown that purpose and as soon as it is accomplished is given something else.

A good teacher today gives considerable thought to the material on which the pupils practice and her instructions are guided by the results or needs of the class. She endeavors to correlate her subject with the other school subjects. She is familiar with the work the children are doing in the other subjects and plans her work accordingly.

Above all, she must be as well prepared to teach writing as well as arithmetic or any other subjects and she must give as much thought and time in preparing for the writing lesson as for any other lesson. The more preparation she gives to the teaching of handwriting, the better the results are and the more she enjoys teaching it.

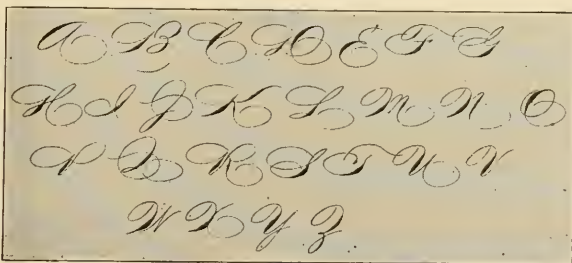
The most recent and probably the most valuable line of attacking the writing situation is through interest. Experiences of all previous methods used show that there has been a lack of real interest in writing itself. The material which was presented had very little meaning to the students. Of course, some good teachers were able to create interest even in lessons containing meaningless subject matter, but this interest was probably created more on account of the personality of the teacher than the material which was presented itself.

Today, we endeavor to correlate handwriting with the other school subjects. Writing lessons are associated with language lessons in such a way that pupils do considerably more actual writing and less work on formal and meaningless drills. Under the supervision of a conscientious teacher the student today learns to apply his knowledge acquired in the writing lesson and sees a real need for acquiring skill in writing. As a result the work carries over into the other subjects better, and in the future we shall no doubt hear less about the writing lesson not "carrying over."



The above beautiful piece of engraving was executed in colors by Irwin Ogden, who is at present attending the Zanerian College of Penmanship, Columbus, Ohio, preparing himself as a professional penman and engrosser. Keep your eye on this young man.

The above wording was taken from the August 27, issue of Liberty, by courtesy of Liberty Weekly, Inc.



The above specimen was written by Johnny Yoshimoto, Penicton, B. C., Canada, who won a Business Educator Students' Ornamental Penmanship Certificate. You can look for more fine work from this young man in the future. He has the ability to become a real professional.



## Supplementary Business Writing

By C. C. LISTER, Maxwell Training School for Teachers, New York City

"It requires a sterner virtue than good nature to hold fast to the truth, that it is more noble to be shabby and honest, than to do things handsomely in debt."

"In judging others, weigh carefully the method against the motive. If the latter be pure, be patient and charitable, however different from your own the method may be."

"I am only one, but I am one. I can not do everything, but I can do something. And because I can not do everything, I will do the something that I can do, well." L<sup>27</sup>

There are two most valuable possessions which no search warrant can get at, which no execution can take away, and which no reverse of fortune can destroy. They are what a man puts into his brain - knowledge - and into his head - skill

G. R. Brunet

# MENTAL MEANDERINGS

By CARL MARSHALL, Route 1, Box 32, Tujunga, Calif.

Skill is the power to do things well. Perhaps the most important life guide ever put into language is the little three-word rule, **DO IT WELL.** When I first began to observe people attentively, I noticed how startlingly different folks are in their ways of doing things. Not merely work, or play, but in doing the things people do from babyhood, such as breathing, eating, walking, running, and the exercise of the senses, seeing, hearing, feeling, and so on. Apparently, some people seem to be just natural born dubs in about everything they try to do. I often wondered why it was, and after a while, I worked out a sort of philosophy to account for it.



It appears that human beings, unlike the lower animals are mostly born without any of the protective instincts. The young of most of the wild things carry on from the start with practically nothing in the way of either teaching or even conscious effort. Most of them are able to make a living for themselves, almost from the time they leave the shell. They can fly, swim, catch their prey or build their nests without ever taking so much as one preliminary lesson. Not so with us humans. It is doubtful if a baby could even learn to walk without being shown. And the lower animals seem to improve very little with practice. The first nest a pair of robins build is as good a piece of architecture as their tenth one. One thrust or mocking-bird sings as well as another, and all without taking vocal lessons. A young rooster may not crow quite so satisfactorily as his grandfather, but that is not because he doesn't know how. It is probably owing to an undeveloped glottis. A young hawk can soar as swiftly and dart upon its prey as unerringly as an old one. There are no Pattis or Pagannis or Lindberghs, or Michaelangelos or Babe Ruths or Helen Wills or Gene Tunneys in the animal world.

But we poor higher-ups have to work under a comparative handicap. We can do little or nothing without being **TAUGHT HOW**, and we can do nothing **WELL**, without a lot of wearying practice. Our nervous systems are simply organized that way, and that is all there is to it. Whenever, in our easy-going laziness, we think to "get by" through an easier route, we are due for a flop into the

mud-hole of failure. Learning and training are the price of the game, and there is no winning without them. The barren shores of the Land of Futility, are littered with the wreckage of those who did not learn this fundamental truth in time.

There is not so much difference in the make-up of these physical and mental machines of ours, but there is a lot of difference in the voltage of the electric battery of **WILL POWER** by which we make them go. It is pretty nearly true that a person can do anything that he tries hard enough to do. The story of most of our geniuses shows that. In fact, one wise thinker has said that genius, itself, is but "an infinite capacity for taking pains." It is mostly mere laziness that causes so many folks to go through the world as dubs and mediocres.

And if all of us could only learn **IN TIME**, to do things well what a lot of difference it would make in our happiness! And we have to learn the difference between a thing that is done well, and one that is only half done. The Devil never invented a subtler formula for ruining a man than that easy-going label with which so many people tag their work: **I GUESS IT WILL DO.**

Nothing should "do", unless you have put into it every ounce of skill that you have. And this applies to a lot of very simple things, that most people would not even think of learning **HOW** to do. It would appear that there is a chance for skill even in such an instinctive matter as kissing. I read the other day of a movie director, who required a pair of actors to kiss in a certain emotional scene for more than forty times before the camera registered just what he wanted. The actress, Olga Nethersole, perfected a stage kiss that filled the theatre with erotics for a hundred nights. That perfected osculation brought her scads of money and also much marketable fame, such as it was.

Aside from the prosperity that only skill is likely to bring, there is even a greater reward in the joy and pride that all of us feel in doing almost anything **WELL**. It is this joy, I think, rather than any mere money reward, that keeps the world climbing the tracks of progress. It is this innate "pride of accomplishment", whether the performers know it or not, that is the motive force in all the fields, whether of art or sport or business or industry. It is this joyful exhilaration that skill gives, that

mostly makes life really worth while. If you will read that new and wonderful book, of Edna Ferber's, "So Big", you may get a better understanding of this. But if you should elect to allow yourself to go through the world as a dub, you will forfeit your own **SELF RESPECT**, which is about the worst form of failure and misery that anybody can have. Adopt the rule, "**DO IT WELL**" and see if it doesn't work out as I have said.

Long ago, certain fairly close observers of human affairs, reached the conclusion that a lot of youngsters are being sent to college, who really have no business there. Some of us recall **Misfits** the old story of a college faculty who signed a certificate to the effect that a certain graduate had "completed, with honor the course of study required by this Institution", and then thoughtfully added, "and we know no reason why he should not complete the same course again." But these ribald scoffers were mostly of the laity. In pro-college circles, it has generally been assumed, as a matter of course, that everyone, regardless of his mental or temperamental limitations, should "get a college education", and that if he failed to do it, he was just that much out of luck.

But now comes no less an authority than Dean Christian Gauss of Princeton University, who, in the October Scribners, pronounces a very different opinion. In fact, Dean Gauss, bluntly declares that at least one sixth of the American college population should be "fired" and sent home to find something they are better fitted for, than trying to get a higher education. He says in effect that trying to make educational silk purses out of these sows' ears, costs their parents and the college endowment fund from \$8,000 to \$10,000, and that it would be better to save this money and put the misfits to other work.

Some of the Princeton Dean's observations are so piquant as to deserve quoting. For instance:

"I would examine the parents as to their fitness to have a son in college, and most certainly, upon their qualifications to decide whether he should go there. Where parents fail to "pass", the matter should be decided by the headmaster or the high-school principal."

Dean Gauss explains that many parents who do not really know their own sons, unthinkingly send them to college, through their acceptance of the popular tradition that everybody who can afford it, should have a college education, whereas, many boys are better off without it.

"If", he continues, "a boy does not enjoy study at school, he is not and

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## PUPPY LOVE

By C. R. McCANN,  
McCann School of Business  
Hazleton, Penna.

But Mary isn't the only one who thinks she knows all about English. Many years ago this writer wrote a little article for a magazine about the origin of the English Language and among other things said, "An Irish Missionary did more to Christianize the British Isles than any other person." This brought forth much comment from some of the laymen, especially one who thought that some propaganda was being used but history is history and it is rather hard to refute arguments when it is recorded in many histories and accepted as a truth by the learned men. So we see that some older persons do not know as much as they think they do about some things. There is an old saying, "Where ignorance is bliss, it is folly to be wise," and this applies to some of us who have passed the school age. Some of us have heard about the old owl who lived high up in the hollow of a giant oak—with age came wisdom but what has all this to do with Puppy Love?

It was not long before the entire class was wise to the fact that Mary had a terrible case on a lad who was as ugly as a mud fence and his face would have stopped an eight-day clock had he looked at it—the lad not the clock, my dear readers. It is very poor business to have ugly looking candidates running for office these days. Girls will not vote for ugly men. What would poor "Honest Abe" have done if women had voted in his day? But when a woman becomes attached to an ugly-looking man, there is nothing in the world to stop her and then again what chance has an ugly looking man anyway when a woman gets her mind made up to have him.

Robert Eggleston was about the same age as Mary but large for his age, being very thin and nearly six feet. It was soon "nosed" about the little school that Bob and Mary had a "case on" each other. It is very hard to fool the members of the class about such things. Many teachers have the opinion that they can easily fool the youngsters in the class but take a little tip—one has to get up early in the "mornin'" if he is to succeed. Then, too, young folks resent the fact that the teacher thinks he is "slipping something over 'em". However, it was love at first sight with our two little Turtle Doves. Neither one had ever kept company with the opposite sex but as is the usual case, "love will find a way" and so the world moves. What did these two lovers care what the other members of their class said about them, anyway?

Peggy O'Harra, a neighbor of Mary's went home and told her mother and her mother in turn told Mrs. O'Gaffney and before long it was news over the backyard fence.

"I'll break every bone in his body," said "Jigger" McCarthy, Mary's father, when he heard the "news mongers blabbing away."

"Oh! no, ye won't," piped up Patrick Brogan who had a similar experience when he was a young lad.

"Just let him try to bring our Mary home, and ye'll see if I don't," retorted "Jigger."

It is to be remembered that "Jigger" McCarthy was a great full back on the "Patch" football team several years ago and was noted for his prowess and since his football days had grown fatter and larger than ever. He was what men would say, "He was a big man."

The School had its Annual Halloween Dance and since Mary lived almost half-mile from the trolley, it was Bob's duty to "see Mary home." This is especially true if the young man in question is near the age of sixteen. He does not need to ask her, that will all be taken care of by the young lady who is near the age of fifteen. At the dance, Bob danced every dance with Mary and everybody laughed and thought they were having a good time at their expense—doubtful—because sometimes we think we are "kidding" the other fellow, when in reality "kidding" ourselves. The orchestra leader said afterwards that he had never seen so many encores in all his playing experience. Mary won the prize for being the best dressed while Bob won the prize among the boys. They must hurry for the trolley that ran to the "patch" because "Jigger" had told Mary NOT to miss the last car and if she did, he would know the reason why.

"No, Bob, dear, this is the last car," spoke Mary softly as Bob was assisting her to the car.

"I don't care if it is, I can walk back" came the quick answer from Bob. No one will ever be able to tell why boys do such things but they do them regardless of dangers.

The McCarthy home was elevated more than the other houses in the neighborhood thus affording a better view of the trolley station. And when Mary and Bob alighted, two keen eyes perceived the pair of youths and these eyes were none other than those of the great "Jigger" himself. Slowly they wound their way toward the McCarthy home as is usual among young folks.

"Who is this young lad ye have wid yez?" spoke up Jigger angrily as they met at the gate.

"Why, why, why—Daddy, this is the fellow I was telling you about—Robert Eggleston—this is my father," replied Mary falteringly.

"What in the devil do yez mean coming home with our Mary at this hour when yez know that the last car has gone. Ye can't stay here in my house. Don't ye know that I don't allow her to have company." It was some speech for "Jigger".

And "Jigger" was getting hotter and hotter under the collar with the result that poor Bob did not know what to do.

"I was just bringing Mary home from the dance. I did not mean anything wrong, Mr. McCarthy," came the reply from Bob.

"Jigger's" Irish temper got the better of him at this point and without further ceremony promptly gave the young Enoch Arden a few nice healthy clouts with his fist.

"I'll teach ye to bring me Mary home when we do not allow it," was all "Jigger" would say.

And poor Bob plod his way wearily homeward with his face and jaw swelling at each step of the way.

The next morning in school Bob was the laughing stock of the class as the noise of the disturbance caused Mrs. Brogan to stick her head out the window and tune in on the wave length. News flew quickly but Bob did not care since he loved Mary—he never could love that big brute of a father, "Jigger" McCarthy, now.

Days and weeks moved along rapidly during the Winter Term in the school and soon Spring came with all her balmy weather. Our two "lambs" now took nice walks during the noon hour and throughout the little city, the people would glance around and look at this pair as they passed on the street. The older persons smiled but the younger ones laughed outright and in derision little thinking that mayhap they would be doing the same some day themselves.

"Do you teach love making in your school?" spoke the cashier of the bank as he met the Principal one day.

"Oh, yes," replied the mentor with a little smile upon his face. The old Principal was used to such things among young people while the Cashier might know something about notes, drafts, money, etc., he did not know humanity and especially the younger generation. He had forgotten his earlier days when he was a boy. So many of us forget that we were once just as bad and possibly worse than the young boy when we were young.

"I hear ye are still running around with that young 'Egg'—he is a bad egg, I'm thinkin'," spoke the head of the McCarthy clan one night at the supper table.

"Well, I can't refuse to talk to him, can I when I am in the same class with him," replied Mary quickly.

"If from what I am hearin' yez had better watch yer step, little girl,

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## The Point of View of the Principal On Hand Writing Problems

By MRS. GEORGIA LACEY, Prin.  
John McCormick School,  
Indianapolis, Ind.

Address Delivered at the Indiana State Teachers' Association Meeting, held in Indianapolis, Indiana, October 20, 1927.

There is a growing movement in America which puts the burden of supervision on the principal. A number of reasons may be given for such investment of supervisory authority. We will all agree that child growth is the measure of supervision. In the parlance of the business world the principal's work may be called "producing on the job." He is free to change certain factors in environment and to set up social situations which permit growth. When he serves as production manager waste is eliminated in the matter of travelling about from one building to another. He is closer to the parents than the special supervisor. The principals time may be scheduled to do that very necessary type of thing called follow-up.

His supervisory program can be based on the needs of his teachers as he finds them at widely differing levels of proficiency. His must be a program directing their growth and analyzing their errors. It is possible for the principal to have daily conference with his teachers. We must certainly look to him as the chief agent in building up morale. With such a prospectus of the principal's responsibilities before us it is evident that he must have a real vision of the possibilities that lie in the field of every school activity, and know intimately every line of work within his school.

It is our purpose to consider at this time the principal's point of view as regards handwriting.

Penmanship must be recognized as a fine and practical art. Only with such an understanding of its true status will the teacher enthusiastically "carry on." For the grade school child there are but two methods of transmitting thought, by telling or by writing. It is essential for him to master these two language vehicles so that he uses them automatically without hindrance to self-expression.

On the other hand his style of speaking or writing should not be so individual that it becomes a hindrance to thought. We teach the children to speak correctly. Stammering and lisping are evidences of individuality. The "newsie" is individual in his slang. Provincialism is also individual, but certainly undesirable. Voices differ but inflection, emphasis, phrasing as means of expression are the

same. We are attempting to train voices to be clear and smooth so as not to mar thought. That speaker is best whose thought stands alone, the speaker forgotten.

Written expression should be as unobtrusive as print. The newspaper does not use fantastic type. Handwriting should be read quickly and easily. It must not hamper the acquiring or expression of thought. No one deserves to take the time of a friend to decipher hieroglyphics which a person develops to be eccentric and individualistic. This is only an evidence of egoism. The lost art of letter writing is in large measure due to clumsy writing. In this connection it might be said that fortunately custom is making it a matter of courtesy to use pen instead of pencil. Much of our so-called scratch work done on a low grade of paper with a pencil is pernicious. No banker will permit the use of pencil. One Boston banker dismisses anyone who uses an eraser.

It is reported that Marshall Field losses six million dollars yearly due to illegibility. Large sums have been lost through failure to receive telegrams and cablegrams because of illegible signatures. I am told that the Hotel Pennsylvania in New York has attempted to safeguard its guests from their own illiteracy. When the guest registers, the clerk spells the name to a typist who prints the name on a card which is pasted below the signature.

Of course no two people can talk or write alike any more than they can look alike. Physiology will necessitate a certain degree of variation. But beauty will always consist in line, spacing, proportion, simplicity of form and color. This viewpoint places writing definitely as a fine art. In the grade school there is no doubt of its practical use as it must be a vehicle to carry all school subjects.

As regards handwriting, then, the principal has a clearly defined function:

To give his teaching corps a clear cut vision of the status quo of penmanship in the elementary school because of the demands life will make of it.

To be, himself, a good penman. To be as expert a teacher of writing as of reading, English, or any other school subject.

To coordinate the work of his building with the plans of the supervisory staff in this subject.

To hold himself responsible for progressive development throughout the grades as measured by accepted standards of achievement.

To accomplish such a program demands a two-fold plan, the first from the viewpoint of the needs of the building as a whole, the second, the needs of the individual teachers that make up the building personnel. This must include every teacher in the

building, no matter what her special subject, as each teacher must become penmanship conscious. We have long heard the slogan, "Every teacher a teacher of English." It is time that some such emphasis be placed upon the teaching of writing. Personally, I am sold to the idea that the teaching of handwriting is three quarters follow up on the daily routine work in all other subjects and one quarter actual practice during the writing lesson.

To write with legibility, uniformity, and speed is the aim in teaching penmanship to elementary grade pupils. The method is not as essential as the daily devices used to make the lessons interesting enough to secure the utmost progress possible. Writing is an activity which must be well motivated to produce the best results. Because it is not a subject, but an art, a tool of education without intrinsic thought, it has been taught mechanically without relation to the child's experiences, needs, and desires. Since the interest is not fundamentally centered in penmanship itself, but is actually in the devices and incentives used, it is necessary to show considerable ingenuity and variety to sustain interest.

These may be divided into the larger aims toward which children work for the greater part of the school year, and the smaller, though no less important ones, which tend to arouse daily interest. Examples of the former as used in our school have been: to win a writing certificate; to make a good showing at the open house night meeting of the Parent-Teacher Club, when each child's regular, daily work is displayed on his own desk as well as posted on bulletins and arranged as special exhibits; to be excused from the writing class because of proficiency; to be appointed to take care of secretarial duties pertaining to room or office; to win a place on the room honor roll. Some daily incentives which have been found helpful have been: the use of a ribbon on the pen if correct process is used, the giving of colored stars or seals, the winning of the coveted school stamp affixed by the principal herself, a paper exhibited on the room or corridor bulletin board. Cumulative collections of regular, daily papers prepared by each pupil in any subject pasted on the blackboards or on individual writing charts have been most effective.

Socializing the work through class criticism has done much to place the writing lesson on a higher plane of endeavor. Certain objectives, definitely established in the minds of the children will enable them to become efficient critics of their own and each other's work. Each child must learn to judge of his own procedure, see his own fault, and correct it.

(Continued on Page 22)

*J. M. Westover J. H. Carson*

*O. M. Jones*

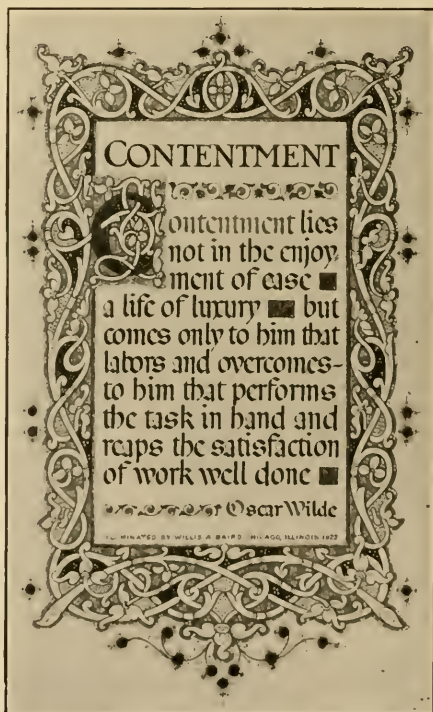
*A. F. Turner J. S. Mowery*

*Combining Form and Freedom  
in Handwriting*

Does the Radio help penmanship? It seems to have helped A. M. Wonnell, supervisor of handwriting, Cincinnati, Ohio, to get action into the above. It was written when Mr. Wonnell was tuned in on a good musical program.



Christmas Greetings from Angelo M. Rassu, penman and engrosser of Greenwich, Conn.



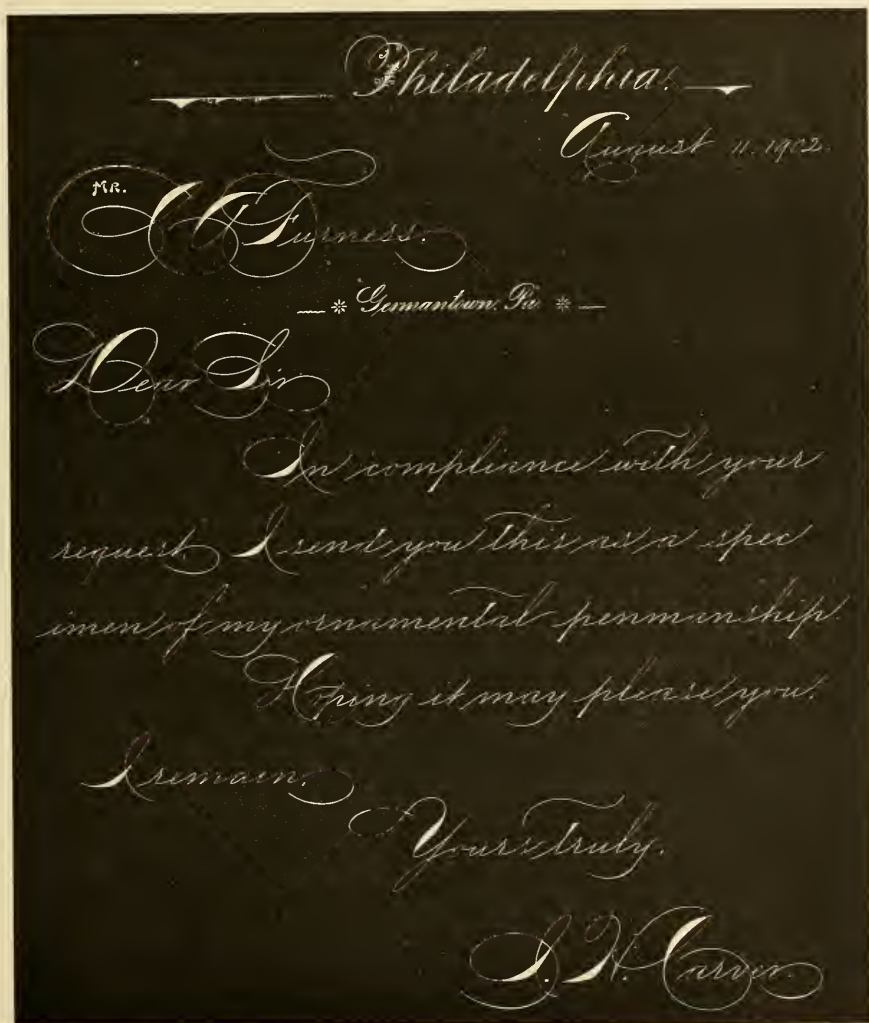
This beautiful piece of art work is from the fertile brain and skillful hand of W. A. Baird, now with the Dennis & Baird Studio, Brooklyn.



## FAMOUS LETTERS

By FAMOUS PENMEN

In this series we have some of the most skillful letters ever written.



This we believe is the best letter ever written by C. C. Canan. It was originally prepared for the Zanerian College catalog.



# THE POINT OF VIEW OF THE PRINCIPAL ON HANDWRITING PROBLEMS

(Continued from page 19)

It is practicable in penmanship classes as well as various other school activities to group children in a given grade according to their ability. There are the usual well-known divisions, the over-average who merely needs direction, the average, the group to which we teach, and the below-average, made up of the tense phlegmatic, absent, disciplinary cases. The test of a teacher is the management of all three groups. It is also a test of supervisorship. The teacher must evaluate the efforts of her class and form her groups. No group is stable. Such a procedure socializes and vitalizes the school. If the lower group is over-large, the teacher is stimulated. A penmanship seating plan is necessary. At the beginning of the year the children are grouped according to correct process. By the middle of the year every one should have the right process so that almost the entire emphasis may be placed upon product.

The principal needs a plan, preferably a printed form, to guide her observations during visits, and to serve as a record. This should include at least the following items:

## Blackboards

- Evidences of motivation
- Management of materials
- Teacher's voice and manner
- Her preparation
- Administration of her plan

- Distribution of time
- Ability to demonstrate
- Speed in counting
- Rhythm
- Class criticism
- Class achievement.

The principal must then be able to follow up with a demonstration lesson where it may be necessary. In conference with the teacher he must find something to commend to get the teacher's mind in attune with his own. Only as many or as few points as will not jeopardize the teaching between this and the next visit should be discussed.

With such an understanding of the needs of his teachers, the principal welcomes the all too infrequent visits of the special supervisor. A brief conference before she visits the teachers should serve as a valuable guide in her work in the building on that particular visit.

Even more important to the building is the conference of the principal with the handwriting expert at the conclusion of her visit. Here should take place a perfectly frank and open discussion of the success and weakness of the work in penmanship in all the departments of the school, concluding with a formulation of new aims and plans.

In a brief and cursory way I tried to show:

The new viewpoint of the importance of the principal as chief supervisory agent.

The place of penmanship as a fine and practical art.

The function of the principal as regards penmanship.

The motivation of penmanship.

As a building problem.

In its application to individual schools.

The need for expertness on the part of the principal in observation and criticism of classroom teaching followed by demonstration teaching.

The coordination of the work of the principal with that of the special supervisor of writing.

In the words of Frank P. Whitney, "There must be singleness of purpose throughout to make education count. There must be substantial agreement on, and adequate comprehension of, the general aims and objectives of the school and of each course. With thorough understanding and mutual respect established there must be cordial cooperation in achieving the common purpose. As a cooperative enterprise designed to discover capacities, to release powers, and to develop resources, to help each teacher make the most of himself, to gear up the group so that each may help the other, to discover and make attractive and effective the best practice, as such an enterprise it is possible that cooperative supervision may win joyful assent and the right to the best thought of the school principal."

## MENTAL MEANDERINGS

(Continued from Page 17)

never will be qualified for college, or be happy there. If a boy does not care for study, a college course will not educate him, and will give him nothing worth while."

The common sense of this should be obvious, and it is refreshing, and may be helpful to have it stated so frankly by one who has had Dean Gauss's opportunity for knowing about college undergraduates. If a boy or girl is a natural and enthusiastic student, nothing finer could happen to him or her than to spend four years in a good college. But for those who are not, and never will be students, a college education is about as useful as spectacles to a blind man.

The Princeton dean's suggestion that parents might be required to pass an examination as to their fitness to decide whether their son should go to college, is doubtless more unique than practical. All the same, it would be interesting to be present at such an "exam". I have an idea that a lot of the daddies would flunk worse than the boys. The question as to whether his boy is really fitted to take a college course, is about the last

thing that the ambitious parent would consider, or would be able to decide rightly, even if he should consider it.

But there is nothing to grieve over, even if "Junior" is not of the type to make a success at college. High scholarship is very far from offering the only way to honorable success and usefulness. If this were not true, what shall we say of our Washingtons, Franklins, Lincolns, Edisons, Burbanks, and a long list of the world's greatest men and women who were never near a college? Let no young man bemoan his fate, if it is not practicable for him to go to college. It may be, as Dean Gauss suggests, that a college education is not at all what he wants. Besides, if he is a genuine student, with the love of knowledge deep down in his soul, he will be pretty likely to get a "college education" without ever going to any college. Plenty of such students have done so. You can no more keep down a natural student than you can restrain a born artist, a musician or a poet. And none of these is ever benefited by decking him out in an artificial tag.

## Is Commercial Education

**Vocational?** Does it meet the requirements of the modern office? Has it kept pace with progress in education and in business? Office managers think not.

See Bulletin No. XII—  
A New Conception of Office Practice  
HARVARD UNIVERSITY PRESS.  
Cambridge Massachusetts 50c

## ENGROSSING AND ILLUMINATING

By P. W. Costello, Scanton, Pa.  
The following is a brief description of the accompanying set of resolutions executed in colors and gold.

The work was done on a sheet of three ply Kid finish bristol board to fit within a frame 15½x19½ inches. The large initial T was executed in burnished gold outlined in black with a background of green and red, the letter colors mixed with Chinese White. The lines in the gold were made with an agate point and the gold burnished with an agate claw.

Both of these tools may be purchased in any up-to-date art store. The border was done in a wash of French blue and outlined with a darker shade of the same color. The outer and inner lines are of vermilion. A thin line of gold was drawn through the border with a ruling pen and then burnished as the final touch on that part of the work. All buttons or dots in the display lines are of burnished gold and the indentations in same, made by the aforementioned agate point.

All initials throughout the work were red or blue using one of the colors for the letter and the other for the interior.



At a regular meeting  
of the  
**Board of Directors**  
OF  
**The Miller Manufacturing Co.,**

held on the twenty-second day of January, A. D. 1897,  
the following resolution was unanimously adopted as read:

**Whereas**, The Board of Directors desires to express its  
appreciation of the manner in which the president

**Thomas Bentley Prince**

has conducted its affairs during his first year in office.

**Resolved**, That the Company is deeply indebted to the  
president for the enthusiasm and wholehearted effort of  
his work, his fairness to those associated with him and his  
personality which makes it a pleasure to work with him.

His many years of experience in the business and his  
unselfish devotion to the best interests of the Company at  
all times made him especially valuable at a critical time.

It is an indication of his ability that he has improved  
the organization both from the manufacturing and selling  
ends of the business.

The company is fortunate in having his leadership and  
we hereby extend our hope for its continuance through many  
succeeding years and our sincere wishes that these years may  
bring to our respected friend and president his full share of

**Health, Happiness and Prosperity.**

*Thomas P. Holton*  
President

*William P. Sullivan*  
Treasurer

*Frank C. Johnson*  
Secretary



## BEACOM COLLEGE

A recent number of "Wilmington," the Official Publication of the Wilmington, Delaware, Chamber of Commerce, contains a two-page article on Beacom College. We have condensed the articles and are pleased to present it in our columns for we know that it will prove of interest to others engaged in school work.

Mr. Beacom has again demonstrated the fact that successful commercial school men in general are also successful as business men. Surely, Mr. Beacom has reason to feel proud of his fine building, and we congratulate him.

Beacom College was established by Mr. Beacom more than a quarter of a century ago. It opened with an enrollment of seven students and occupied two small rooms. Now, the school occupies more than ten thousand square feet of floor space, and nearly a thousand students are in annual attendance.

The fine substantial building in the picture is the home of Beacom College, which is situated in the heart of the business district.

It is easily accessible from every point in the city and yet it is outside all noise and confusion.

The building stands by itself. The rooms are flooded with light and air on all sides and fitted throughout with modern office equipment. No trouble or expense has been spared to make it an altogether pleasant, business-like place, and much thought and effort have gone toward insuring comfortable and congenial surroundings. The whole atmosphere of Beacom College is one of efficiency and completeness.

It is a veritable hive of industry.

Touch typewriting is a required subject in every course. Beacom Col-

lege has equipped its typewriting department with the latest models of standard typewriters, representing a value of more than twelve thousand dollars.

The Office Practice section of the stenographic and secretarial courses includes definite and well-organized instruction in all of the activities of a well conducted business.

In the equipment of the school, there is included adding machines, comptometers, billing machines, bank bookkeeping machines, calculating machines, ledged-posting machines, check writers, a multigraph machine and others.



W. H. BEACOM

The school has twelve roomy and convenient classrooms exclusive of the executive offices and reception room.

It is worthy of particular mention that Beacom College has been offering for several years a Course in Accountancy, which leads to the C. P. A. degree.

In addition to the regular so-called business courses, which are comparatively short to meet the demands of those who must prepare quickly for employment, there are now two-year degree courses of university grade. These special courses are broad and comprehensive, yet with all superfluities omitted.

Last year 700 calls for stenographers, secretaries, teachers, bookkeepers, accountants, or auditors were received, but there were not nearly enough graduates to go around.

Admission is based upon a selective plan which insures a student personnel of more than average mental and social attainment—not that it isn't a thoroughly democratic institution, as business itself is democratic. Distinction comes only as a reward for scholarship.

Many of the students every year come from Wilmington and its suburbs, which goes to prove that while a prophet may be without glory in its own land, an honest workman isn't—but gradually the fame of Beacom College has spread abroad and, more and more, students are coming from a distance also—from neighboring and from far-off states and from foreign countries. This year they came from six universities, sixteen colleges and normal schools, numerous academies and preparatory schools, as well as from nearly a hundred high schools.



BEACOM COLLEGE

## LESSONS IN ORNAMENTAL PENMANSHIP FOR BEGINNERS

No. 60. Let us limber us the arm first by making a line of unshaded ovals. Study the location of shade on Q. End with a graceful oval. The loop is flat on the line. Don't get loop too large.

Nos. 61, 62 and 63. Excellent exercises if you swing them off freely and lightly. Every shade should be low and snappy on X, and higher on Q. Avoid congested places. Get shade spaced evenly.

No. 64. Use a rolling motion. Close s at bottom with pressure, forming neat dot. Study copy in detail.

No. 65. Write freely but not as fast necessarily as in business writing. Shade the a and m.

No. 66. Watch the shoulder. Get the shade high and clean. Come down straight.

Nos. 67, 68, 69 and 70. In these review exercises see how daintily you can write. Contrast in shades and hair lines are necessary. Get generalities first, such as slant, height and spacing.

No. 71. You need to be able to write figures well to do any writing for commercial purposes. Figures are used on the date line on diplomas, etc.

Cultivate the habit of regular practice. Let us see some of your work.



64 s' ss' sss' ssss' ssssss' ssssss' ssssss' ssssss'

65 seam' seam' seam' sense' sense' sense' since' since'

66 r' rr' rrr' rrrr' rrrrr' rrrrrr' rrrrrr' rrrrrr'

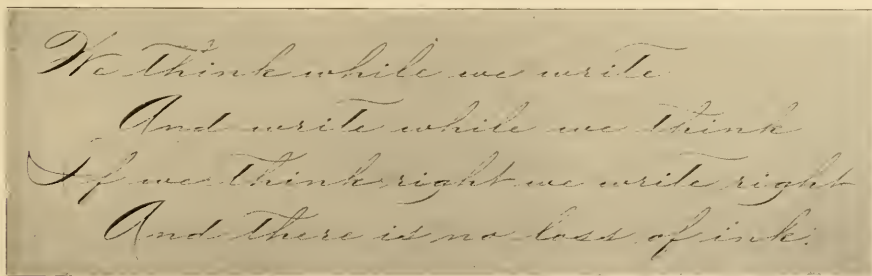
67 rain' rain' rain' ream' ream' ream' runner runner

68 rrrrrrrrrrr' rrrrrrrrrr' rrrrrrrrrrr' rrrrrrrrrrr'

69 masses masses career career scissors scissors

70 rumor mirror sorrow murmur masses sessions

71 1 1 2 2 3 3 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9 0 0 1 2 3 4 5 6 7 8 9 0







# H. J. Walter

## Examiner of Questioned Handwriting

### No 59 McAdam Ave.

—Phone. St John 2781—

*Winifred Mann*

Mr. Walter was kind enough to loan us this beautiful letterhead cut which was engraved from the work of that master, W. E. Dennis.

*Kansas City, Mo.  
Nov. 7, 1927.*

*James P. Blosser Company,  
Columbus, Ohio.  
Gentlemen:*

*In this you have a  
specimen of my ornamental writing  
learned by home study with the as-  
sistance of the Business Educator.*

*Yours respectfully*

*H. M. Childers*

This letter was received from W. M. Childers, a Kansas City student of the Business Educator.

#### GEORGIA NORMAL COLLEGE

A bulletin received from Georgia Normal College, Douglas, Ga., indicates that the college is in a healthy growing condition. Our old friend and former student in the Zanerian College, A. A. Kuhl, is President and Proprietor of the institution. After completing the work here, Mr. Kuhl went South and by close application has succeeded in building up a school that is known far and wide for its good work.

In the bulletin is a letter by Governor Martin, who has employed students of the school, highly commending the school.

Miss Ferrol Roberta Huyck of Cedar Falls, Iowa, is a new commercial teacher in the Aplington, Iowa, High School.

#### CLUBS

Large clubs have been coming in fast during the past month. We have received many clubs which we appreciate very much. We have received so many that it is impossible to mention the various schools in our columns. We, however, wish to express our sincere thanks to the club raisers, and we believe that each one will be happily repaid for the effort spent in getting up the clubs by the increased results secured from the penmanship classes.



The above is C. R. McCann, McCann School of Business, Hazleton, Pa. To find out what kind of a fellow he is you should read his stories appearing regularly in the Business Educator. We are getting a great many very nice compliments regarding these stories. Mr. McCann has had considerable experience in business college work and is, therefore, in a position to write very interesting stories for young people entering business. If you have not been reading his stories begin now.

The Messrs. Walter Pust and Herbert Borger are two new commercial teachers in the Winona, Minn., High school.

Miss Willa M. Dush is a new commercial teacher in the Gloversville, N. Y., High school.

Mr. F. Pidcock of Athens, Ohio, is now teaching commercial work in the Chester, Pa., High school.

Miss Edith Hess of Lawrence, Kansas, is a new commercial teacher in the State Teachers College at Nacogdoches, Texas.

Miss Margaret Leet has been engaged to teach commercial work in the Lead, S. D., High school.

Mr. Glenn Borough of Cincinnati is a new teacher in the High School of Commerce, Detroit.

Mrs. Edna F. Dole is a new teacher in charge of the shorthand work of the College of Commerce, Kenosha, Wisconsin.

Miss Mary A. Almeter of Mazepa, Minn., is a new commercial teacher in the St. James, Minn., High school.

The Misses Marion Hebert, Greenfield, Mass., Norma Sheinfine, Springfield, Mass., and Muriel Smith, Dennyville, Maine, are new teachers in the Heffley School, Brooklyn, N. Y.

Miss Nell Ryland, for several years with the John Adams High School, Cleveland, O., is this year teaching in the Peabody High School at Pittsburgh.

Mr. Walter G. Hicks, a recent graduate of the State Normal School, Salem, Mass., is now teaching in the Maine School of Commerce, Presque Isle.

Mr. W. H. Martindill of Chicago is a new commercial teacher in the New Castle, Pa., Business College.

Miss Ruth E. Gometz of Wethersfield, Conn., a member of this year's graduating class of Bay Path Institute, Springfield, Mass., is now teaching in the High School at Springfield, Vermont.

Miss Mary Armstrong and Mr. C. L. Higgs are new commercial teachers in the Central California Commercial College at Fresno.

Miss Bernice Jones is a new commercial teacher in the Eastbank, W. Va., High School.

Miss Ruth M. Frost is a new commercial teacher in the Osgood, Mass., High School. Mr. Joseph J. Jevins, recently head of the commercial work in the State Normal School, Plymouth, N. H., will teach the coming year in the Arlington, Mass., High School.

Miss Ruth Bortz, a graduate of Syracuse University, will be a new commercial teacher in the Tarentum, Pa., High School the coming year.





MEET MISS LELAH BLACK

Supervisor of Penmanship,  
Mendota, Ill.

While preparing as a teacher in the Western Illinois State Teachers' College, Macomb, Ill., Miss Black came under the instruction of D. C. Beighey, the widely known teacher and skillful penman who is now director of handwriting in the Indianapolis, Ind., Public Schools. His remarkable skill and way of presenting the subject appealed to her and had much to do in influencing her to take up penmanship as a life work. She saw in it a splendid future and after completing



her normal work attended the Zanerian College Summer Schools in 1924-25-26.

Miss Black taught in Keokuk, Iowa, and because of her excellent success as a teacher and her skill and training as a penman she was able to secure her present position as supervisor of writing in the public schools of Oregon, Ill. Here she is rendering faithful service and getting good results.

Miss Black is a quiet, well educated young woman, full of penmanship enthusiasm and ambition. As the specimen of her work in this issue will testify, she swings a very skillful pen.

*Four score and seven years ago  
our fathers brought forth upon  
this continent a new nation, con-  
ceived in liberty and dedicated  
to the proposition that all men  
are created equal. Now we are en-  
gaged in a great civil war testing  
whether that nation, or any nation  
so conceived and so dedicated  
can long endure."*

*Lelah Black*

PRIZE WINNING SPECIMENS IN THE NATIONAL ASSOCIATION OF PENMANSHIP  
Supervisor's Contest—Philadelphia—April 27th, 28th, 29th, 1927

Contest No. 4—FOR TEACHERS—Specimen written by Mrs. I. F. Haffler, Paterson, New Jersey, First Prize.

*Four score and seven years ago  
our fathers brought forth on this  
continent a new nation, conceived in  
liberty and dedicated to the propo-  
sition that all men are created  
equal.*



## BALTIMORE BUSINESS COLLEGE

An announcement recently received from the Baltimore Business College, Baltimore, Maryland, of which the prominent commercial educator, E. H. Norman is President, is about as modern, and we believe effective school advertising literature as one could well imagine. It contains thirty-two pages, 6½x9¼, of the finest grade of enamel paper, faultlessly printed and illustrated. The cover is richly embossed in gold.

We like to receive such high-grade advertising matter, both in content and in physical make-up, and it is a pleasure for us to commend it.

The Baltimore Business College is a member of the National Association of Accredited Commercial Schools, an association of able and conscientious commercial school men who are raising the standard of the private commercial schools to such an extent that educators and the public generally are recognizing such schools in their special field with equal respect and confidence to that bestowed upon the colleges and universities. As an onlooker and an acquaintance with many of their members, we unhesitatingly say: More Power to the N. A. A. C. S.

## BARNETT'S ADVERTISING CARD

One of the handsomest advertising cards we have ever received recently came from the well-known handwriting supervisor in the Cleveland, Ohio, schools, Mr. C. A. Barnett.

In addition to supervising handwriting in that large school system, Mr. Barnett finds the time to do much work as a penman, engrosser, illuminator and binder.

The card referred to is about 4½ by 7 and a large initial the height of the type matter is illuminated in red, green, blue and gold most attractively. In fact, the card is such a beautiful specimen of the illuminator's and engrosser's art that anyone who appreciates artistic work of this kind would not wish to part with it.

*J. H. Dilann*  
*Reading, Pa.*

*W. C. Penning*  
*Cedar Rapids*  
*Iowa*

Well balanced and skillfully written addresses by Rene Guillard, Evanston, Ill.

## PORT HURON BUSINESS UNIVERSITY

The catalog of the Port Huron Business University, Port Huron, Mich., is hereby acknowledged. The catalog is printed on buff colored paper and well illustrated with schoolroom scenes. All in all it shows that the school is in a prospering condition under the management of C. H. Nixon, President. Mr. Nixon has had over 25 years of experience in business college work.

## MEREDITH COLLEGE

An attractive catalog has been received from The Meredith College, Zanesville, Ohio. The cover page is beautifully designed and printed in colors. The work of the school is well described. It is printed on fine enamel stock and all in all is a very neat and attractive catalog. This Institution is prospering under the management of D. P. McDonald, the president.

## WANTED

A good engrosser, good at script and lettering. Splendid opportunities for advancement.

Address, Engrosser,  
Care Business Educator,  
Columbus, Ohio.

*A B C D E F G H I J*  
*K L M N O P Q R S T*  
*U V W X Y Z*

By Parker Zaner Blosser, younger son of E. W.

*Woods Professional Black Ink*

Is the ideal ink for penmen. Nothing finer for cardwriting and contest specimens.  
50c per bottle. Mailing charge 10c extra.

A. P. MEUB, Penmanship Specialist, 452 North Hill Avenue, Pasadena, Calif.



# DESIGNING & ENGROSSING

By E. L. Brown  
Rockland, Me.

Send self-addressed postal for criticism,  
and stamps for return specimens

All students in pen art should aspire to write the various styles of texts with rapidity and accuracy. The styles given for study and practice this month are most useful ones for the practical engrosser and can be executed with speed and uniformity following conscientious effort.

Use Zanerian ink for all kinds of lettering and pens Nos. 2, 2½ and 3,

retouching and correcting inaccuracies here and there with a common pen. Rule lines to govern height of letters and aim for uniform size and spacing.

Send us samples of your work for criticism and suggestions. State at the same time some of your problems and we will endeavor to solve them for you.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z & SON  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z - CO.  
American Lithographic Manufacturing Company -  
a b c d e f g h i j k l m n o p q r s t u v w x y z 1 2 3 4 5 6 7 8 9 0 & S 9 0  
"To plough is to pray; to plant is to prophesy; and the harvest  
answers and fulfils." Broad Pen Lettering for Practice.

**Artistic Engrossing**  
of Resolutions, Memorials,  
Testimonials. In Book Form or  
Form to Frame.  
Illuminating a Specialty.  
Diplomas Lithographed and Filled  
**E. H. MCGHEE**  
143 East State Street Trenton, New Jersey



J. HAROLD SHORT

J. Harold Short, President of the Short Secretarial School of Stamford, Conn., is building up a school with a good reputation in that community. This school opened up this fall with an enrollment of more than 200 students.

Mr. Short prepared for commercial teaching in Goldey College, Wilmington, Del., Capital College of Oratory and Music, and Zanerian College, Columbus, Ohio. He then had 11 years experience as a teacher.

We well remember Mr. Short when in Columbus. He came to the Zaner-

ian from Milton, Del., a tall youth full of enthusiasm and determination. He was a young man with an ideal and purpose and worked hard and long toward the accomplishment of that ideal. It is indeed a pleasure to see the school which he is conducting prosper so nicely.

Mr. Short takes an active part in the social and business life of his community. He is a member of the Board of Directors of the Y. M. C. A., a member of the First Presbyterian Church and president of its Mens' Club. He is also a member of Lockwood Chapter No. 52 of Greenwich, where he resides.

Mr. Short has figured prominently in all of the membership drives for the Y. M. C. A., and other campaigns. During the World War he served with the United States Army being stationed at Fort Slocum.

In Stamford, he is president of the Lions' Club, vice-president of the Connecticut Business Education Association, secretary of the Stamford Retail Merchants Bureau of the Chamber of Commerce and secretary of the Big Brother and Big Sister organization. He is recorder of Stamford Commandery, No. 12, Knights Templar, and a member of Pyramid Temple, Mystic Shrine of Bridgeport.

## Send In

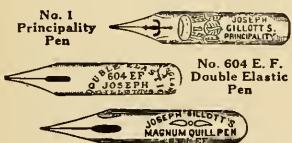
your favorite Motto, Poem or Quotation and have it engrossed. You will admire it more than ever. Superb lettering. Artistic decorations. Up to 35 words for \$1.50. If more, add 5c per word for each additional word.

**A. L. HICKMAN**

ROUTE 1 WICHITA, KANS.

## Gillott's Pens

The Most Perfect of Pens



No. 601 E. F. Magnum Quill Pen

Gillott's Pens stand in the front rank as regards Temper, Elasticity and Durability

**JOSEPH GILLOTT & SONS**

SOLD BY ALL STATIONERS

Alfred Field & Co., Inc., Sole Agents

93 Chambers St. NEW YORK CITY

Indianapolis, Indiana,  
October 10, 1927.

Mr. Bus. Educator,  
Columbus, Ohio.

Dear old Friend:—

I can't "stand" it when you  
quit coming. I like your monthly  
visit; it is an inspiration to me.  
In fact you're a necessary part  
of my business.

Am sending my check for \$1.25.

Your friend since 1906,  
D.C. Beighey.

The above letter was received from Mr. Beighey, Director of Handwriting, Indianapolis Public Schools

### THE AMERICAN PENMAN

America's Handwriting Magazine  
Devoted to Penmanship and  
Commercial Education

Contains Lessons in  
Business Writing  
Accounting  
Ornamental Writing  
Lettering  
Engrossing

Articles on the Teaching and  
Supervision of Penmanship.

Yearly subscription price \$1.25. Special  
club rates to schools and teachers.  
Sample copies sent on request.

THE AMERICAN PENMAN

55 Fifth Avenue

NEW YORK

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### Journal of Commercial Education?

(formerly the Stenographer &  
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A monthly magazine covering all  
departments of Commercial Education.  
Strong departments presided over by  
well known teachers for those who teach  
any branch of commercial education, in-  
cluding business administration, account-  
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The Texts you will eventually teach.  
Almost one-half million sold — Short-  
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## RIDER TEACHERS AGENCY

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Commercial Teachers for  
Public and Private Schools,  
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Free Registration Bell Phone 8159  
All Dealings Confidential  
W. R. Murphy, Mgr.  
Distinctive Service

### WANTED

Experienced commercial school man, with college education, to manage well-established school with faculty of 12 members and enrollment of 500. Applicant must have \$10,000 to invest in business not because school needs additional capital, but proprietor desires man to become associated with him in ownership. This splendid opportunity is available only because of poor health of owner. Address Box 607, care The Business Educator, Columbus, Ohio.

### WELCH'S MOONLIGHT SCHOOL

A recent letter received from Mr. R. B. Bankson, assistant instructor in Welch's Business College, Oil City, Pa., contains some very interesting information regarding their "Moonlight School." We are very sure that it will prove of interest to those engaged in commercial education. We, therefore, take pleasure in quoting part of the letter, as follows:

"Here at Welch's, we are conducting 'MOONLIGHT SCHOOL' two evenings a week. This is for adults who wish to learn how to read and write the English language. Some of them have been in United States five years, some one year, and some but a few days. From this, you can see that it is best to have the simplest style of letter possible. Your style as shown in the writing books is all right for American youths learning arm movement, but these 'Moonlight' folks are grown-ups who work hard all day long, their hands are by no means nimble, and writing is laborious with them. It is most gratifying to see how *cager* these folks from across the Atlantic are for a bit of American education. Just reading, writing, and spelling. Some of our loyal day students volunteered to do the teaching, and all together, this 'Moonlight School' is the most enthusiastic organization I ever saw."

The spirit which prompts the day students to volunteer to do the evening teaching is surely commendable and we will wager that these student-teachers will be amply paid for their efforts. The task is no doubt difficult, but for that reason the teachers will learn with the students.

## THE YEAR'S HIGH SCHOOL HIGH SPOTS

Among the best high school positions filled by our nominees during 1927 are Peckskill, N. Y.; Cincinnati; Detroit; Port Jervis, N. Y.; North Tonawanda, N. Y.; Bloomfield, N. J.; Valley Stream, N. Y.; West Haven, Conn.; Winthrop, Mass.; Arlington, Mass.; Newport, R. I.; Manchester, N. H.; Ilion, N. Y.; Medina, N. Y.; Gloucester, Mass.; Olean, N. Y. May we help you?

### THE NATIONAL COMMERCIAL TEACHERS' AGENCY

(A Specialty by a Specialist)

Prospect Hill, Beverly, Mass.

E. E. Gaylord, Mgr.



Try the NEW AND IMPROVED MAGNUSSON PROFESSIONAL PEN-HOLDERS. These new penholders are being made in both the straight and oblique styles. They are hand made of beautiful straight grained rosewood and are given a polish which is second to none. Each penholder has a beautiful ivory knob on end of stem and they are far more useful and beautiful than many penholders selling for nearly twice the price we ask. Buy direct from factory at factory prices. Made by 3 generations of penholder manufacturers and used by the world's greatest penmen. Established 1874.

### OSCAR MAGNUSSON

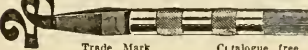
208 N. 5th St.,  
Quincy, Ill.

Also a cheaper grade sold in quantities to teachers and dealers. Write for prices.

|                           |        |
|---------------------------|--------|
| 8-inch plain, each.....   | 50c    |
| 8-inch inlaid, each.....  | 75c    |
| 12-inch plain, each.....  | 75c    |
| 12-inch inlaid, each..... | \$1.35 |

## A PROFITABLE VOCATION

Learn to letter Price Tickets and Show Cards. It is easy to do RAPID, CLEAN CUT LETTERING with our Improved Lettering Pens. MANY STUDENTS ARE ENABLED TO CONTINUE THEIR STUDIES THROUGH THE COMPENSATION RECEIVED BY LETTERING PRICE TICKETS AND SHOW CARDS. FOR THE SMALLER MERCHANT, OUTSIDE OF SCHOOL HOURS. Practical lettering outfit consisting of 3 Marking and 3 Shading Pens, 1 color of Lettering Ink, sample Show Card in colors, instructions, figures and alphabets prepaid \$1.00. PRACTICAL COMPENDIUM OF COMMERCIAL PEN LETTERING AND DESIGNS 100 Pages 8c, containing 122 plates of Commercial Pen alphabets finished Show Cards in colors, etc.—a complete instructor for the Marking and Shading Pen, prepaid, \$1.



Trade Mark

Catalogue free

THE NEWTON AUTOMATIC SHADING PEN CO.  
Dept. B PONTIAC, MICH., U.S.A.

## POSITIONS FOR TEACHERS AND BUSINESS COLLEGES FOR SALE

\$6000 offered for a man, others at \$4000, \$3000 and \$2500.

Write us your needs, ask for our free booklet.

Co-op. Instructors Ass'n, Marion, Ind.

## Do You Want a Better Commercial Teaching Position?

Let us help you secure it. During the past few months we have sent commercial teachers to 26 different states to fill attractive positions in colleges, high schools and commercial schools. We have some good openings on file now. Write for a registration blank.

## CONTINENTAL TEACHERS' AGENCY

BOWLING GREEN, KENTUCKY

## Meet Us In Kansas City!

Robert A. Grant and  
L. R. Smith, managers

of the "Bureau for Specialists," will be at National Commercial Teachers' Federation Headquarters, Baltimore Hotel, Kansas City, Missouri, December 28, 29, 30. Employers seeking teachers, and teachers available for positions in January or in September, should get in touch with us.

**SPECIALISTS'**  
EDUCATIONAL BUREAU

Shubert Rialto Bldg.,  
St. Louis, Mo.



This interesting pencil sketch of "The Cabin" was made by A. Lee Rothwell, California, Pa.



By J. D. Todd, Salt Lake City



## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**New Intensive Typing**, by J. Walter Ross and Charles G. Reigner. Copyright, 1927. Published by The H. M. Rowe Company, Baltimore, Maryland. 162 pages.

This text offers a complete and well-balanced course. The principle on which the keyboard exercises have been constructed is "Repetition with attention." The line has been made the unit of practice, and the student is never called on to write a single word over and over again.

The One Thousand Commonest Words have been analyzed to find out what are the most frequently recurring letter combinations; the special drills are given on those frequent combinations. A very simple method of correcting errors is set up. The student, after he has analyzed his own errors, does certain drills given in the text. Those drills correct his own individual errors.

Part Three of the book represents something quite new. Here there is a series of "Jobs" in Typewriting Office Practice. The student is employed in an automobile office and does various kinds of typewriting jobs typical of actual work. The instructions are given in narrative form.

The original Typewriting Projects, with which the book concludes, develop the pupils' initiative and resourcefulness. With the text, the publishers provide an envelope containing letterheads, billheads, checks, and other working papers to be used by the pupils in preparing the jobs in Part Three.

**Descriptive Economics**, by R. A. Lehfeldt, D.Sc., Professor of Economics in the University of the Witwatersrand, Johannesburg. Published by the Oxford University Press, London, England. Cloth cover, 112 pages.

A new series of introductory volumes, designed not only to give the student who is undertaking a special study some idea of the landmarks which will guide him, but also to make provision for the great body of general readers who are sufficiently alive to the value of reading to welcome authoritative and scholarly work if it is presented to them in terms of its human interest and in a simple style and moderate compass.

**Minimum Essentials of Mathematics**, by Daniel W. Werremeyer, Head of Department of Mathematics, West Technical High School, Cleveland, Ohio, and Charles H. Lake, First Assistant Superintendent, Cleveland Public Schools, Cleveland, O. Published by Silver, Burdett & Company, New York City, N. Y. Cloth cover, 244 pages.

The authors of MINIMUM ESSENTIALS OF MATHEMATICS have endeavored to determine what mathematics is of most value to pupils in the ninth and tenth years, practically to those who are not planning to go to college and for whom the traditional courses in mathematics, for one reason or another, are unsuited. For a period of three years the material selected for this series has been thoroughly tested in the class-

rooms of Cleveland high schools; it has been carefully revised and is now presented in its present form. These books, therefore, are the outcome of everyday classroom needs and experiences.

There is an abundance of material for those pupils who may desire to become proficient in those elementary principles of mathematics most useful to them after they leave school. Moreover, its selection has been made so that it is possible for the individual to prepare for college with a small amount of additional work in case his educational objectives change.

### PUPPY LOVE

(Continued from page 18)

and if yer thinkin' of marryin' that young snip, I'll break every bone in both of yer bodies," sermonized "Jigger."

"I'll marry him if I want to," came the quick Irish retort from Mary who had inherited much of her father's temper. We usually spout out when angry.

"Ye will, will ye?" and with that Jigger started in to give Mary a little of the same medicine that he had given Bob some months previous.

Just then the mother stopped the affair as mothers usually have a habit of doing when father starts to correct the child. Which is or which is not a good thing in some cases. A little corporal punishment is a fine tonic once in a while for the youth who is getting a trifle gay in this world. No doubt, many of the older readers will recall the trimmings they received in the old school when the rod was a part of the instruction.

When Mary told Bob of what had happened with her father, he wanted to go and lick him but "discretion is the better part of valor" sometimes but Bob's teeth just gritted as Mary recited how she came to have a nice black eye.

That noon hour these two lovers did not take their accustomed stroll—possibly due to the scenery on Mary's countenance so instead they sat and talked and talked and talked. They must have decided something in earnest.

(To Be Continued)

## TEACHER-AUTHOR

desires half-day or evening position beginning January 1. Strong in all commercial subjects, including shorthand and typing. A-1 penman. Salary not important. Address

MACK COLLEGE,

Kentville,

Nova Scotia

## EDWARD C. MILLS

Script Specialist for Engraving Purposes

P. O. Drawer 982 Rochester, N. Y.

The finest script obtainable for bookkeeping illustrations, etc. The Mills Pens are unexcelled. Mills' Perfection No. 1—For fine business writing, 1 gross \$1.50; ¼ gross 40c, postpaid. Mills' Medial Pen No. 2—A splendid pen of medium fine point, 1 gross \$1.25; ¼ gross 35c, postpaid. Mills' Business Writer No. 3—The best for business, 1 gross \$1.25; ¼ gross 35c, postpaid. 1 doz. each of the above three styles of pens by mail for 40c

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Can be  
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### POLK'S REFERENCE BOOK and Mailing List Catalog

Gives counts and prices on over 8,000 different lines of business. No matter what your business, in this book you will find the number of your prospective customers listed. Valuable information is also given as to how you can use the mails to secure orders and inquiries for your products or services.

Write for Your FREE Copy  
**R. L. POLK & CO., Detroit, Mich.**  
Largest City Directory Publishers in the World  
Mailing List Compilers—Business Statistics  
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Announcing the arrival of Vada B. to Mr. and Mrs. L. V. Lyda, of Flat Rock, N. C., November 13, 1927. Weight 9 lbs. Mr. and Mrs. Lyda are both skillful penmen and teachers of penmanship. They both attended the Zanerian summer school.

## FRANCIS L. TOWER

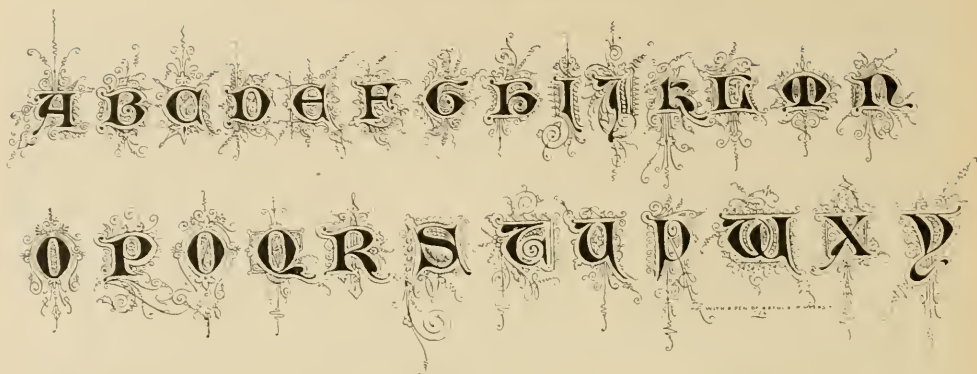
*Student of Famous Penmen*  
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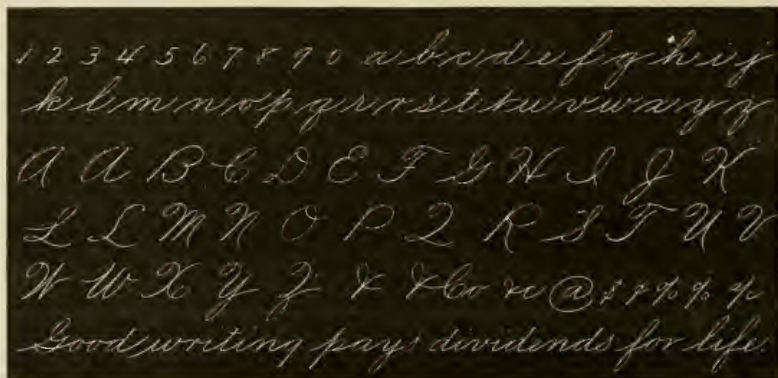
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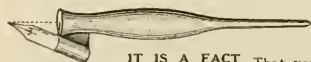
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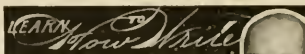
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OF THE BUSINESS EDUCATOR, published monthly except July and August, at Columbus, Ohio, for October, 1927.

State of Ohio,  
County of Franklin, ss

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared E. W. Blosser, who, having been duly sworn according to law, deposes and says that he is the Editor of THE BUSINESS EDUCATOR, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section No. 43, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, The Zaner-Bloser Company, Columbus, Ohio, 612 N. Park St.

Editor, E. W. Blosser, Columbus, Ohio, 612 N. Park St.

Managing Editor, E. A. Lupfer, Columbus, Ohio, 612 N. Park St.

Business Managers, None.

2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent. or more of the total amount of stock.)

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5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is—(This information is required from daily publications only.)

E. W. BLOSSER (Signature of editor)  
Sworn to and subscribed before me this 27th day of September, 1927.  
(Seal) EARL A. LUPFER,  
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# The Business Educator

*Penmanship and Commercial Education*

Volume XXXIII

JANUARY, 1928

Number V

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Hotel Baltimore, Kansas City, Mo.

December 28, 29, 30, 1927

EASTERN COMMERCIAL TEACHERS' ASSOCIATION

Hotel Pennsylvania, New York City, N. Y.

April 5, 6, 7, 1928

NATIONAL PENMANSHIP TEACHERS' AND SUPERVISORS'  
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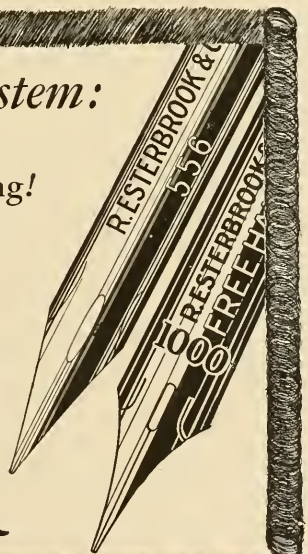
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### WHY?

Because such an analysis not only shows the natural ability of the writer, but also proves whether he is honest—if he can be depended upon. It gives a "full length portrait" of him. It determines his suitability for the particular job. It frequently shows that even though a writer may not seem to have talent or ability, that it is there and can be developed. Handwriting shows talent—your suitability for certain kinds of work, and your chances for success. It gives you an opportunity to see yourself as you really are, and so is invaluable.

*we how to manage  
of to land it in  
I climb a telegraph.*

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father founded the famous Dr. Nichols Sanatorium for Cancer, at Savannah, Mo. \*Helen Nichols has chosen to be a secretary—a stenographer—in the office of the Sanatorium—and is doing excellent work. How do I know? By her handwriting, which tells me this:

That no matter what she does she is capable of concentrating—giving her work her whole attention; that she thinks quickly and keenly; that she has a sense of humor and a great deal of determination; that she is something of a diplomat, and has business ability which is developing. So on and on through what would be three or four typewritten pages, if we analyzed her handwriting fully.

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# *THE Business Educator*

Volume XXXIII

COLUMBUS, OHIO, JANUARY, 1928

No. V

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One's real writing is that which he writes while he is thinking of what he is writing and not of how he is writing.

To make good writing as nearly habitual as is possible is one of the big problems for supervisors and teachers.

Undoubtedly, one of the most common mistakes in teaching this branch is to expect the work done during the usual formal writing period alone to accomplish this result. After pupils have gone over a course in writing frequently all instruction is abruptly dropped, and much of the good accomplished in the writing lesson is also dropped by the pupil. Here is where the teacher needs to help the pupil bridge over his work from that writing which is done while he is giving his whole thought to learning how to write to that done while giving his whole thought to what he is writing. The mistake is made by giving no instruction after the formal writing lessons are ended. Undoubtedly, instruction should continue until the pupil leaves school, whether that be at the end of his work in the elementary schools or in the high school, but it should differ from the instruction given previously during the formal writing period. The pupils' manuscripts prepared in language work, theme writing, letter writing, mathematics, or in any other kind of written work should be examined and suggestions offered for improvement.

The transition from work done with the entire thought on how to write to that done with the entire thought occupied on the subject matter being written should be accomplished gradually. For a time before his formal writing lessons are ended the pupil should be given work requiring part of his thought and effort on how he is writing and part to what he is writing. Later on work can be given requiring practically all of his thought and effort on the subject matter being written. If this plan is followed it can be made without dis-

couraging results but with improvement instead.

Here pupils should be required to write letters of their own composition and the teacher should dictate matter to them to write much the same as the shorthand teacher dictates to those who are learning shorthand. Appropriate material can be dictated, including sentences, paragraphs, short articles, and some problems in arithmetic to thoroughly establish the habit of making good figures. A resourceful teacher can think of many kinds of work to be done which will require the thought of the pupil on what he is writing instead of how he is writing. Brief notes or letters on subjects suggested by the teacher but to be composed by the pupil as he writes and to be written in a reasonable length of time will aid in securing the desired results. So will the working of problems in arithmetic in a certain length of time.

Instead of drilling on movement exercises, repetition of letters, rhythmic counting for letters and words, and handling the work as it is usually handled in the formal writing period in giving elementary instruction, it will now consist of bringing up the speed of each pupil to the required standard, improving arrangement on the page, the legibility, the neatness, developing a good signature for the pupil, seeing that a good position is also made habitual, and giving attention to many other things that belong only to the advanced stages of applied writing.

The instruction given will be different from that given in the usual writing lesson, but it will be instruction in penmanship nevertheless, differing only in kind. Such instruction is very necessary if penmanship work is to be made to carry over with the best results. If supervision is continued until the pupil leaves school, we shall no longer hear pupils remark that they wrote well while in the fifth or sixth grade but that while in the eighth grade or in high school their writing went to pieces.

Even the work of those who habitually maintain a good writing position,

whose speed and every-day manuscripts meet the required penmanship standard, and who may have been released from further work in penmanship, should be examined occasionally to maintain interest and for the purpose of suggesting further improvement. Then it is not an uncommon thing for some to "let down" in their efforts and surely it should be the duty of some one to detect and help the pupil overcome this weakness.

Give the kind of penmanship instruction required in each grade until the pupil is through school. Then we shall have a real penmanship renaissance and pupils will receive the full value due them from this fundamental educational subject -- one of the three R's.

## IN WHAT MONTH WERE YOU BORN?

The following well-known penmen were born in November, at the place following their names.

W. A. Baird, Santa Cruz, Calif., Nov. 14, 1862.

E. W. Blosser, Plainfield, Pa., Nov. 6, 1865.

T. B. Bridges, Albany, Oregon, Nov. 1, 1878.

C. E. Doner, Plainfield, Pa., Nov. 10, 1875.

A. F. Jaksha, The Dalles, Oregon, Nov. 26, 1852.

C. W. Jones, Batesville, Ohio, Nov. 20, 1863.

H. B. Lehman, Nappanee, Ind., Nov. 18, 1867.

I. W. Pierson, Mecca, Ohio, Nov. 6, 1859.

O. M. Powers, Table Grove, Ill., Nov. 2, 1852.

C. G. Price, Johnson City, Tenn., Nov. 30, 1868.

J. D. Rice, Cameron, Mo., Nov. 28, 1876.

E. E. Sawyer, Mt. Ayr, Iowa, Nov. 4, 1883.

We want to hear from every engrasser as well as from every supervisor and teacher of penmanship. The year will be omitted, if preferred. Send to R. S. Collins, Pierce School of Business Administration, Philadelphia, Pa.

## THE BUSINESS EDUCATOR

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The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



# Lessons in Business Writing

By E. A. LUPFER, Columbus, Ohio

Send 15 cents in postage with specimens of your best work for criticism.

Copy 97. If you can not make the first part well, review Copies 92 and 93 in last Month's Business Educator. Come down to the base line with a firm motion and stop before picking up the pen. See that the second part touches the first. Do not stop on the loop.

Copy 98. This is a beautiful word to write, but watch the movement at the bottom of K, the shoulder of the r's and the top of a. See how gracefully you can write this word. Get the turns in m rounding.

Copy 99. The first part of H is exactly the same as the first part of K. Curve the top of the second part. The beginning of the second part of the H is very similar to the beginning of the second part of K. See that your H is not too wide. In making the second part, check the motion at the base line to avoid an undesirable loop.

Copy 100. You should be able to swing this word right along. Be sure that your a's do not look like o's. The second part of a should come clear down to the base line before making n.

Copy 101. See that the beginning and ending parts of the X balance in size and slope. Be sure that the two parts touch.

Copy 102. Be sure that you get turns where they belong and angles where they belong. There is an angle in the a. Unless you have a good i in the a, it is likely to resemble o.

97 *K K K K K K K K K K K K K K K K*

98 *Kramer Kramer Kramer Kramer*

99 *H H H H H H H H H H H H H H H H*

100 *Hanna Hanna Hanna Hanna*

101 *X X X X X X X X X X X X X X X X*

102 *Xenia Xenia Xenia Xenia X*

Copy 103. It is not necessary to work upon this copy if you can make a good letter t. It is however an excellent exercise for developing the t, especially if you have trouble in looping the top of t.

Copy 104. The t is like the i, extended two spaces. The important part of the t is the crossing. Nine out of ten can cross the t correctly, but not one in ten take time and care to properly cross it. If you do not cross the t well, the chances are it is because of carelessness.

Copies 105 and 106. These words are given primarily for practice on the t, but you also need to watch the other letters. In writing words, be sure that every letter is legible. When all the letters in the word are covered up except one, that letter should be readable without the others.

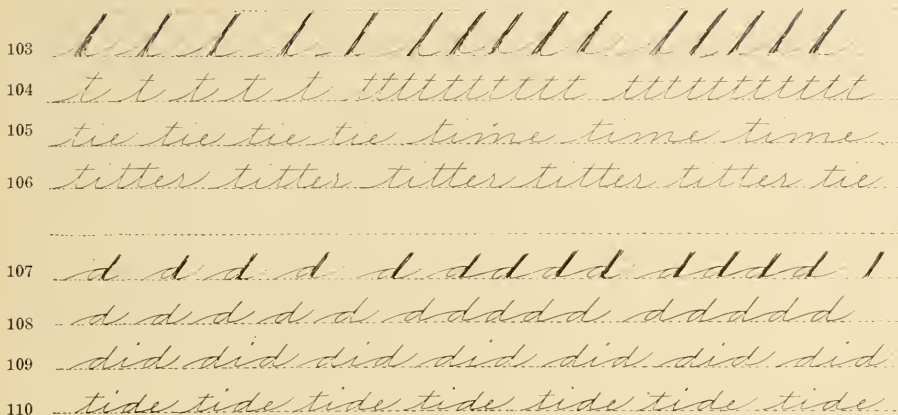
Copy 107. This exercise is given for those who have difficulty in retracing the d, and it is not necessary to work upon it if you can make a good d.

Copy 108. If you can make a good a, you should have very little trouble with the d, for it is the same as a and t combined, without the crossing. Be sure that the d is closed. Do not go too fast on the retraces.

Copies 109 and 110. Draw a few slant lines through your words to see that your letters are all on the same slant. Check your spacing and size, and see that every letter is legible. Pick out the weakest part of your work and endeavor to strengthen it.

Now is the time to work for a Penmanship Certificate. Write for illustrated circular showing various penmanship certificates and requirements to earn each.

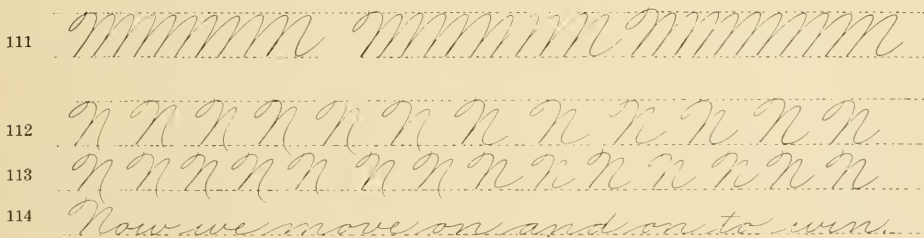




Copy 111. This exercise will round out the top of the N and M. Do not make it any wider than the N or M. Make about three groups to the line.

Copies 112 and 113. Start the N with a curve stroke. Be sure that the two top parts are rounding. You need master only one style of finish. I would suggest the last one.

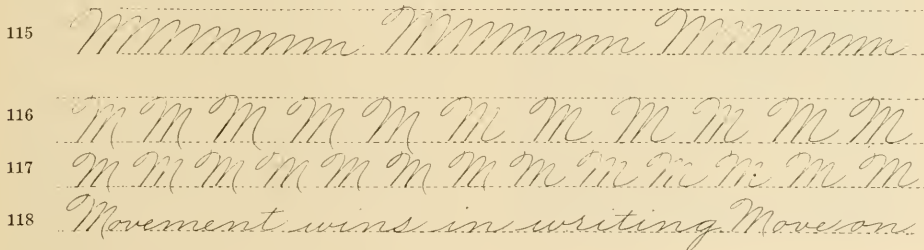
Copy 114. This sentence is an easy one to write because it contains so many short letters. Let your main object be to write this sentence easily and to have every letter readable. It is important in writing to make a distinction between turns and angles. After you have written this sentence, pick out some of the more difficult combinations like ow, ov, on, and practice upon them separately.



Copy 115. Be sure that you make this exercise no faster than you make the M. See how neat you can make the entire page. This means equal margins, uniform height and slant.

Copies 116 and 117. The M is the same as the N with an extra turn. Roll them along with nice rounding turns and two angles or retraces at the bottom. Don't fail to compare your work with the copy. The average student can do more studying of the copy to advantage.

Copy 118. Without movement, writing is of very little value, therefore see that your movement is free and graceful. Have your teacher assist you in finding your weak places and improve them by studying and practicing.

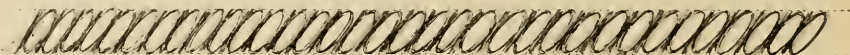




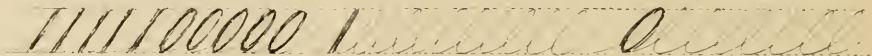
Copies 119 and 120. These exercises are a little more difficult than the previous exercises but are good in helping to develop the l. It might be well to try the l before the exercises, for if you can make an l with a good free motion, it is not necessary for you to be able to make the exercises. However, most good writers are able to make many kinds of exercises as well as letters. One helps the other.

Copy 121. The l should usually be three spaces high. The principal thing is to have the loop long enough to be distinguishable from the e. Do not get too much curve at the beginning. Notice that the turn at the top of the loop is similar to the turn at the bottom in size.

119



120



121



At this time of the year you will be thinking of Christmas, and a little practice on a Christmas greeting will be an excellent drill. Make a copy of the accompanying greeting and send it to The Business Educator. We may publish one of the best on the Students' Page.

Columbus, Ohio

Dear Friends:

Greetings to one and all.

May this be a happy Christmas, and  
the coming year a most prosperous  
one for you.

Faithfully yours,

E. H. Luffer.

Dec 1927



A good writing position. Study it.



A beautiful title page by H. W. Strickland, Philadelphia, Pa.



## Showy Business Writing in Ten Acts and Fifty Scenes

Written, Produced and Directed by C. SPENCER CHAMBERS, LL. B., Supervisor of Penmanship,  
Syracuse, New York, Public Schools.

### ACT X SCENE I

Make your work clear cut by keeping the letters uniform in slant and size.

Practice each word separately, then write the whole Cashier's Check.

Write this form until you would be willing to submit it as your best specimen of this course.

*The South National Bank  
Glencoe, Tenn. March 1, 1927  
Cashier's Check  
Pay to the order of H. A. Horner, \$100.00  
One hundred and 00/100 Dollars  
No. 333  
A. L. Binner  
Cashier*

### ACT X SCENE II

In paragraph writing the true test of your penmanship comes. Letter, word and sentence practice are the stepping stones to the finished product — the paragraph.

This is a thought from a great thinker, which commends itself to penmen.

*Certainly the art of Writing is the most miraculous of all things man has devised. With the art of Writing of which Printing is an inevitable and comparatively insignificant corollary the true reign of miracles for mankind commenced. Thomas Carlyle.*

### ACT X SCENE III

Practice each capital many times before writing the whole paragraph.

Extra practice will be necessary to write the words "papyrus" and "applied," as the loops should all be the same in width and length.



The use of papyrus descended to the Greeks and Romans. From its name comes our word "paper", and from the "roll" or volume of papyrus manuscript comes our word "volume" as applied to a book.

Lillian Eichler

ACT X  
SCENE IV

This is the last scene in the final act.

If you have followed "Showy Business Writing" through the entire show, your penmanship is better than when the curtain ascended in February, 1927.

Write the H. G. Wells paragraph and compare it with your early work in the course.

Thanks, I knew it would be.

As the art of writing and reading spread, came that old desire, that desire so common among human beings, to astonish some strange and remote person by writing down something striking, some secret one knew, some strange thought, even one's name so that long after one had gone one's way it might strike upon the sight and mind of another reader.

H. G. Wells.

CURTAIN.

# Students' Page

*This is a specimen of  
my plain business pen-  
manship while study-  
ing the Zaner Method  
and working for the  
Professional Certificate*

*Ben E. P. Crume*

The above specimen was written by Mr. Crume, a student in the Findlay, Ohio, Business College. While his work is not quite up to the professional standard, he is to be complimented on his penmanship ability and will win that coveted certificate in time. Few business college students write a better hand than Mr. Crume.

Mr. E. E. Magoon is his penmanship instructor.



A class in show card writing at the Ferris Institute, Big Rapids, Mich. R. R. Reed, in the center, is the instructor.



## HOW TO GET BETTER RESULTS IN ALL WRITTEN WORK

By Mildred Moffett

In my many classroom visits I have observed one reason in particular why children hand in such poorly written papers in spelling, arithmetic, history, and English.

Except in a very few instances, teachers have had little or no training in blackboard writing. What is the result? The quality of written work which is constantly before the children is so poor that the teachers themselves admit it is disgraceful.

Not only is it poor in quality, but usually it is so small that pupils who sit in the back part of the room cannot read it. In fact, to read it without eye strain they should exchange seats with some of the more fortunate pupils who sit within twelve feet of the board.

In most instances where writing is offered in Teacher Training Schools practically no time is given to blackboard writing. Giving a young, prospective teacher training in making acres of formal drills on paper will never prepare her to put her work on the board before the pupils successfully. A certain amount of blackboard training is very important.

Not only is blackboard training necessary for her, if she is to be successful in teaching writing, but *equally necessary* when teaching reading, spelling, arithmetic, or any other school subject. Her writing should surely carry over if the work of her pupils can be expected to do so.

It is almost useless to employ a writing teacher or supervisor for any school system unless the necessity of the closest kind of cooperation is required by the Superintendent and Board of Education. The best way to help the supervisor or special teacher is for every teacher in the school system to place a good, legible quality of writing before all classes at all times.

In so many instances where really good writing supervisors are endeavoring to help children to learn to write legibly only those teachers who teach writing are required to attend the supervisor's meetings, while the real offenders, the ones who persistently put illegible scrawls on the board, go scot-free and continue to remind the writing teachers that they are not successful in securing results when it comes to written work in general.

Careful examination of papers in various subjects many times reveals the fact that the results are poor not only in writing alone.

It would seem that we would get better results through hearty cooperation, rather than to be forever passing the buck. Isn't it time to wake up and face our responsibility on this score? Particularly now that handwriting specialists have made every effort to make handwriting function through correlation with the other

school subjects.

The remedy would be easy if every teacher in the public schools should feel the necessity of preparing herself to teach handwriting with the same understanding that she has prepared herself in other branches.

The time has come when school officials are demanding such training on the part of teachers. In fact, in some states they are now penalizing teachers who have not prepared themselves to teach writing. This is done by paying them a lower salary than is paid those who have prepared. When a teacher presents the necessary credentials showing that she has properly prepared in this work she is advanced \$5.00 a month on her salary.

Teachers should not wait until compelled to act, but to begin the work now. A short summer term spent in the Zanerian College of Penmanship,

Columbus, Ohio, during vacation will change indifference and apathy for the teaching of this branch into a positive joy.

If a summer course cannot be taken now, then it would be well to enroll in the Correspondence Course given by the same institution, with a view of obtaining their Teachers' Certificate, which is awarded for efficiency in both pedagogy and practice of business writing.

Systematic study and practice of handwriting as presented in their Correspondence Course will not require much time but will prepare the teacher to do efficient work in this branch.

Then the crippled handwriting so prevalent in many places would disappear and free, legible writing would take its place, the value of which to the boys and girls could scarcely be estimated.

### A CHALLENGE

Dorothy Blair

May 20, 1927

Rapid Calculation

Time 3 minutes

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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F. Fournery      S. T. Barnes

W. J. Bourden

C. F. Horner      F. Arnold

W. E. Tesnow

R. F. Bardee      L. C. Carter

L. H. Barmeister

D. A. Fuller      P. O. Loewenstein

F. W. Horgan

F. B. Altman      E. W. Blosser

C. S. Kessinger

D. A. Fuller      F. W. Arthur

F. C. Carter

C. B. Krueger      C. A. Voigt



## Supplementary Business Writing

By C. C. LISTER, Maxwell Training School for Teachers, New York City

"If every good deed were straightway visibly rewarded and every bad deed immediately punished we should not believe in justice at all, we would all be slaves, unreasonable children, and time-servers."

Morality is not produced by any weighing of profit and loss, nor by rewards and punishments; morality is not a policy. It is not adopted by the shrewd and wise because it pays, it is believed in by the simple and heroic because it does not pay. "Morality is a result of faith, not intellect." <sup>12</sup>

W. F. Haghton

W. F. Ferguson

F. B. Courtney

C. H. Martindale

W. F. Carter



## MENTAL MEANDERINGS

By CARL MARSHALL, Route 1, Box 32, Tujunga, Calif.

Again, I am moved to pen a meandering with a personal note in it. Another year has come gamboling into the Garden of Greetings Time, and then limped Tempered decrepitiy away. Just With Regrets as this new and hopeful year was in the offing, a goodly group of old-time friends of the present scribe, and long-time members of the Federation of Commercial Educators, wished upon him a surprising and delightful Christmas present, in the form of an invitation to be their honored guest, at the Nineteen-twenty-six meeting at Chicago. I had barely accepted the generous invitation, with glorious anticipations of a wonderful time with the dear old boys and girls, when suddenly



there came upon me an attack of illness that, for some weeks, threatened to put a taboo, on my ever again seeing any of the blessed old-timers. But the shadow partly passed, and I began to indulge the joyous hope that I should be able to meet all of you at Kansas City, and make up for lost time. But, alack, and alas! the doctors refused to OK my hopes. When a fellow arrives at seventy-five, with his internal machinery in none too good repair, among certain other disadvantages, is the annoying fact that he is no longer his own boss. All the dope was to the effect, that, even in my improved health, a sudden jump from these balmy California skies into the sort of weather that is likely to be on duty at Kansas City in December, would, in my unruddered state, be all too hazardous. It would not only be recklessly risky but selfishly inconsiderate, as well, to take the chance of dampening the jolity of my old friends at Kansas City, by putting upon them the burden of sending their old guest home in a box.

And thus it befell, that I am sending my greetings to you through the January Educator, instead of doing what I had so fondly hoped to do: deliver them personally at Kansas City. There is also a special regret connected with the meeting-place itself. There is no other big town in this country that has been quite so intimately associated with my own varied career as has this old town at the mouth of the Kaw. It was during the "Border War" of 1856 that my Abolitionist father, reformer, and idealist, cast his lot in "Bleeding Kansas" to help rescue the future Jayhawker State from the curse of slavery. Early in the spring of 1858, he brought my mother and us children to share his lot in his little

prairie cabin some sixty miles south of Kansas City. At that time the terminus of the Hannibal & St. Joseph Railroad just across the Missouri, at Kansas City, marked the "farthest west" by rail in the United States. Father met us with his ox-team, crossing the big muddy river by steam ferry. That night we camped down in the brushy flats of the "Kaw Bottom," to the west, and quite out of sight of the straggling little town of perhaps a thousand or so, up on the hill, which at that time was all there was of the present big twin metropolis of Missouri and Kansas. During the decades that followed, Kansas City was the one big town and entrepot of our part of the country, and each year of the past three score, I have watched it grow from its humble beginnings. Its career is an epitome of the history of the great prairie West, where I was bred from childhood. Every man who is really human has in him some sentiment for merely material things, so maybe you can imagine how I should like to see our old "home town" again.

As I write this, the Kansas City meeting of the Federation is still a month away. I know what a corking good time all of you are going to have, and when the days come that shall bring you all together, I shall be waiting your telepathic greetings, from the cozy little den of my comfortable ranch home up here in the perpetual greenery of these fir-covered mountains. More definite greeting messages are denied me, since I am nearly a hundred miles from the nearest town where telegrams or even Christmas cards are available, but, just the same, my earnest wishes for a joyous Holiday season go out to all of you, whether of "The Old Guard" or not.

In the September Educator, I had occasion to express myself rather tartly, regarding certain alleged "Intelligentsia," who have manifested their anar-Moral Values chistic leanings in an of Language assault upon the established rules of good English. I have been gratified by receiving a number of letters from Educator readers, who write in strong approval of the article referred to. One of these comes from a high school principal in Kansas, who states that he has read the article to his pupils, by way of an argument in favor of right English. He further says that he has noticed a tendency among his students, to adopt certain "liberal" ideas in the matter of both spelling, and writing. They seem to be imbibing this lately hatched flapperish no-

tion, that unrestrained slovenliness in the matter of writing and speaking, is a mark of up-to-date smartness.

This sort of reaction on young folks who are acquiring an education, is the chief harm wrought by these "advanced" scofflaws of the newspaper and magazine world. As an antidote to their poison all of us who have a chance, should try to get our boys and girls to see the utter silliness of allowing their speech to degenerate into the gabble of vulgar nitwits. We should help them to see that language is important, for the reason that it is the clothing of the mind. Nobody who does not want to be taken for a hobo or a street drab, would dress like one. If you have enough self-respect to want your dress to show your respectability, all the more should you want to clothe your mind respectfully by the correct habit of speech. You should be as particular with your verbs and pronouns as you are with your teeth, your finger-nails, or your collars and ties.

There is no doubt that speech may be either a refiner or a coarsener of the soul. When we let our tongue relapse into vulgarity, our hearts are likely to follow suit. It is one of the perverse and unaccountable tendencies of our human nature, that so many of us develop a sort of itch to say daring and naughty things, whether swear-words or worse. It is not a tendency that is confined to the ignorant, the stupid or the innately vulgar. Some of the most offensive blackguards I have known, have been men of education, and, with the exception of their unclean speech, men of refinement. For several years, I was a member of the Chicago Press Club, and nightly, in that foregathering of presumed gentlemen, I heard more profanity and vile talk, than one would hear in the lowest dive in South Clark Street. One of these dirty-mouths was a distinguished novelist, another was a great editor, another a prominent orator, and all, or nearly all, were collegians. A great many of the world's most worth-while books, from Shakespeare down, are littered with filth, a vestige of savagery in the minds of these literary geniuses.

And yet, all down the centuries, there have been men with too much innate self-respect to make pigsties of their mouths or garbage forks of their pens. There are many such in the world today, and I believe that their proportion is increasing, despite surface indications. Otherwise, we should be backsliding toward the cave man.

Young people sometimes imbibe the notion, that their speech has to be more or less profane, or what they call "spicy," to be forcible. There could be no greater language blunder. Expletives and slang, weaken language rather than strengthen it.

(Continued on Page 24)



## PUPPY LOVE

By C. R. McCANN,  
McCann School of Business  
Hazleton, Penna.

They must have decided to get married for they both had "that far away" look on their faces for several days. Those who have been "through the mill" know full well what it means. The work of both seemed to improve very much — so much so that the old Principal began to wonder what was the cause of all this sudden improvement in each of their work in school.

However, be that as it may the thousand-and-one things that an older person would ponder over carefully really never entered the minds of the two children. Bob had never worked real hard one day of his whole life because his father had supplied him with spending money liberally. The supply of ready cash by the parent is a bad thing sometimes. Boys should be made to know the value of money no matter how much "mazzoma" the "old lad" is supposed to possess. One may look into the lives of our wealthy parents today and if they are of the vintage older than the eighteenth amendment which translated means plain bootleggers, we find the parent exercising much care over the funds. Too many parents give their boys entirely too much spending money and soon the "young lads" learn how to turn over the pasteboards, roll the African Golf Balls, spotting the Yellow Ball in the side pocket and what-not in games of chance.

Speaking of chance, these young lads have a streak of luck and soon have a real roll in their pocket. He soon THINKS he can trim the whole gang and decides to quit his job and make his living "The easy way." The professional gambler lets him ride for a while on easy street and soon takes him on and the professional one loses for a small amount but the next time they play the "innocent" barely beats the "pro." It does not take them long to clean the lambs and what is worse now the lamb turns to hold-ups in order to recoup his losses. It does not take long now for the "wise lamb" to appear before the Judge for his lecture and if the boy has a father with political pull, he gets free but this is where many parents go and "get their foot into it" because the little angel that Mom thinks him to be is soon up to his old tricks again and it is the same thing over again. Among some foreign parents, the idea is prevalent that their son should have plenty of money to spend because that is the American Way of doing things especially if the boy is the Crown Prince or first born. woosies. Bob was a little inclined to

But to get back to our tootsie-

all of these tricks and had the reputation while in school of being the best artist in the Academy—no, not Arts—billiards—he was a cueist. The old Principal had told the students about the tricks employed by those who bleed the lambs and then the Principal knew that he was right in his summary of Bob's plans. Among other things the old teacher said that if he were a girl, he would not think of marrying a fellow if he were a gambler because she would have many lean years and very few fat ones but that was just like pounding sand in a rat hold—it made no impression.

One day after class Bob accosted his teacher and said that he would speak with him privately. The old gray haired mentor's "think-tank" began to work and before they were in the little private office, he smelled what it was all about. So many young folks telegraph ahead their thoughts to the older persons.

"I think I'll stop school, now" began Bob.

"Why stop now when you are almost through with your course and have an excellent chance in the Bedford Manufacturing Company's office?" replied the Principal.

"Yes, I know that because the President of the company was asking dad about how soon I would be through with my course and that he was waiting for me as he had an opening in his office," spoke up Bob.

The principal thought he would quiz Bob a little but after a moment's pause said, "Well, then, why quit school until you are through with your course and have your diploma?"

"I might as well tell you because you already know that Mary and I are getting married," spoke Bob rather sheepishly.

"How are you going to keep her as well as yourself?" asked the Principal.

"I have been looking for a job but have not been able to find anything worth while as most of the employers say, 'Have you a diploma?' and I am licked before I start," replied Bob.

"Where are you going to live?" queried the teacher.

"Oh! you know it has been pretty hard for Dad and me since Mom died a year ago, as we batch it together and have a woman come in to clean the house once a week. I thought that Mary could fill the bill because I have heard of step-mothers being rather hard on step-children and in this way Dad would not have to get married again," replied Bob eagerly.

"I wish you luck, Bob, but from what I can see about your condition, I think you would be better off unmarried for a few years and first be able to support her in fairly good manner before thinking of getting hooked up for life," answered the old teacher slowly.

"Mary says she wants to go through

with it so I guess it will have to take place," mused Bob eagerly.

### The Old Principal's Advice

"There are a few things that I think will come in handy if you will listen to them. No young person should get married until he especially is at least 25 years of age and has a position that has the assurance of permanency. Their minds are immature and they do not know what they want. Then, too, the ideals that we see when we are 16 are vastly different when we get to be 25 and still different when we reach 35 years of age. This idea of boy-and-girl-romance is all wrong. The girl these days does not have to get married as she did many years ago because business opened up for her a wonderful means of a livelihood. A girl does not need to take the first fellow who comes along because she is independent and knows it. Years ago when women wore long dresses and put up their hair, it was time to get a husband. If she did not have "a man" by the time she was 18, she was doomed to be an old maid or using the present day parlance—ladies in waiting. Then, too, Bob, both of you will have to curb your tempers considerably. You know the Irish "fly off the handle" quickly and your "Johnny Bull ancestors" were noted for their bull-headedness. It will never be a bed of roses but when she is not feeling just right, you give in to her and the same should be true of you but I am afraid she is too high strung to give in to you. It is a battle of give and take and the one who overlooks the mistakes of the other is the bigger of the two. If you ever need a friend, just come around to your old teacher here in school and I'll do all I can for you. May God bless and keep you under His tender care," soliloquized the old school-master.

And so Bob and Mary were married quietly by Father Burns much against the wishes of both parents. She did not dare to go home and as Bob's father knew that his son could not pay even board for himself, let alone a young wife, let them come and live with him.

It was the joke of the neighborhood because Jigger McCarthy got boiling mad every time he was being congratulated by his friends. It seemed that everybody took a delight in congratulating Jigger — just to see how mad he would get.

"Where are they living, Jigger?" asked Pat Brogan.

"Over with his people. I'll break every bone in both their bodies if they ever come here," replied Jigger who was getting hot under the collar.

"I would like to have them over for dinner this Sunday," spoke up Mrs. McCarthy, "but Pop put his foot down upon it and you know how hard-

(Continued on Page 24)





## TEACHING THE ALPHABET

[The following article is reprinted from the Educational Research Bulletin of November 23, 1927. It was written by the editor of that publication, Dr. B. R. Buckingham, Head of the Bureau of Educational Research, Ohio State University. We suppose that others, like ourselves, have had experience with pupils who have been taught according to the latest methods and are not able to find words in the dictionary, due to not knowing the order of the alphabet. We reprint the article here because we believe that it will not be well to get away too far from that old standby, which is also true, regarding some other good old things our grandparents learned.]

Dr. Buckingham has suggested something regarding which we all need to be cautioned—in acquiring the new don't overlook holding on to that which is good in the old.]

"When we have no difficulty in doing a thing we say, 'It's as easy as ABC.' The alphabet for a long time represented the irreducible rudiments of learning. The greater part of the surface of the old hornbook was devoted to the letters from A to Z. The children learned these letters by tracing them, copying them, reciting them, and chanting them in unison. They learned the alphabet as a thing itself.

No hint of the use of these letters in words entered to disturb the singleness of this purpose. When proficiency in this meaningless task was assured, the children might take up such inspiring combinations as *a-b*, *ab*; *i-b ib*; *o-b, ob*; *u-b, ub*. Were not letters the simplest of all linguistic elements, and did not syllables rightly follow upon letters as the simplest compounds? Words were clearly too hard for children to learn until they had been led step by step from the alphabet through two-letter symbols to longer patterns.

Today we do things much better. It is certain, for example, that we are teaching reading better. But, do we teach the alphabet better? One can't be sure about this. One can be quite certain, however, that a functional knowledge of the ABC's is even more important today than it used to be when so much time was spent upon the letters themselves.

It is doubtful whether the full meaning of this is realized. We ought to be spending somewhat the same amount of school time on the alphabet as was spent on it in the days of our grandfathers. We ought, however, to spend this time in a very different way.

Not many schools teach the alphabet in use. Quite commonly children fail to use the dictionary because they cannot find words in it. We talk about the dictionary habit as a thing our students should acquire, yet many of them do not really learn to locate

words until they study a foreign language and become industrious in thumbing a "vocabulary." Times without number, children will declare a word is not in the dictionary when the real trouble is that they cannot use the alphabet.

The telephone directory is the book now most frequently found in our homes. It is crowded with names in alphabetical arrangement. Children as well as adults have use for it, yet one is utterly unable to find a telephone number unless one has a practical knowledge of the alphabet.

We want our pupils to learn to use lists of cities in their geography books, lists of streets in a city directory, and, most of all, the indexes in books. They can never do this as long as—like some children—they have to find Boston by looking through all the B's or William Randolph by scanning the R's.

The learning of the alphabet in a functional way is not easy. It means far more than learning one's ABC's.

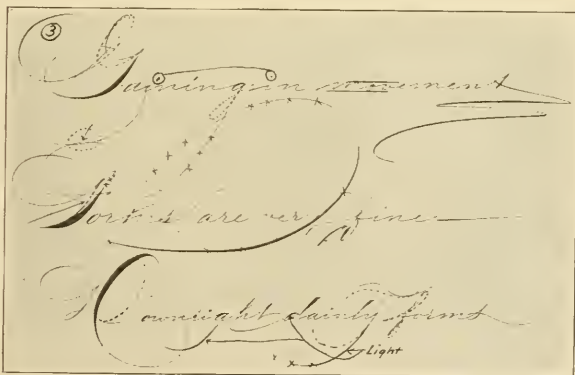
It means the ability to tell the location of each letter in the conventional series in relation to any other letter. It means, in the case of a list, the apprehension of the place value of the second letter among items which have the same first letter, a similar apprehension of the value of the third letter when the first two are constant, and so on. It means exercises in locating words, names of people, and other verbal material, and inverse exercises in arranging the items presented in irregular order.

The teachers of our grandfathers were right. The alphabet is important. To be sure, it is not a necessary or even an effective approach to reading, but, as an instrument of high social utility—as an organizing and binding device—it has greater and greater value as men depend more and more upon extensive verbal material. In our judgment, the alphabet should be restored to something of its pristine glory as a subject in the school curriculum."

## Criticism Department

Conducted by E. A. LUPFER

The aim of this Department is to encourage students by helping them to see and to correct their faults. Send us material and suggestions.



The one who wrote the accompanying specimen has considerable skill with the pen. However, a study of the formation of the letters would greatly improve this person's ornamental penmanship. We trust that our suggestions will help beginners.

Notice the "G" is greatly improved by enlarging the top. The ovals and parallel effect in the "G" are excellent. Notice the exaggerated "g" loop in "Gaining." This loop and the flourish are all out of proportion. Every flourish should have a meaning; that is, there should be some excuse or reason for the flourish. If a flourish does not help, leave it off. As you read the word "Gaining," the eye should immediately travel from the "g" to the "in." With the large loop and flourish, the eye is carried down to the "F" in "Forms," on the line below, making it difficult to read. Usually avoid long flourishes on the end of words in a sentence. Such flourishes serve better at the end of the line.

This pupil should watch alignment. Note the irregular height in the word "movement."

The body part of the "D" should be cut down considerably. It is well for the beginner to study the location of shades. There should usually be no shade on the finishing stroke of the "g" when swung under as in "Downright."

More study will help the average pupil to become a better writer.





This envelope was received from Fred S. Heath, Concord, N. H.



R. R. Reed, the good hearted, enthusiastic penman of Ferris Institute, was in tip top shape when he wrote the above signatures. The design is by Parker Zaner Blosser.

# FAMOUS LETTERS

By FAMOUS PENMEN

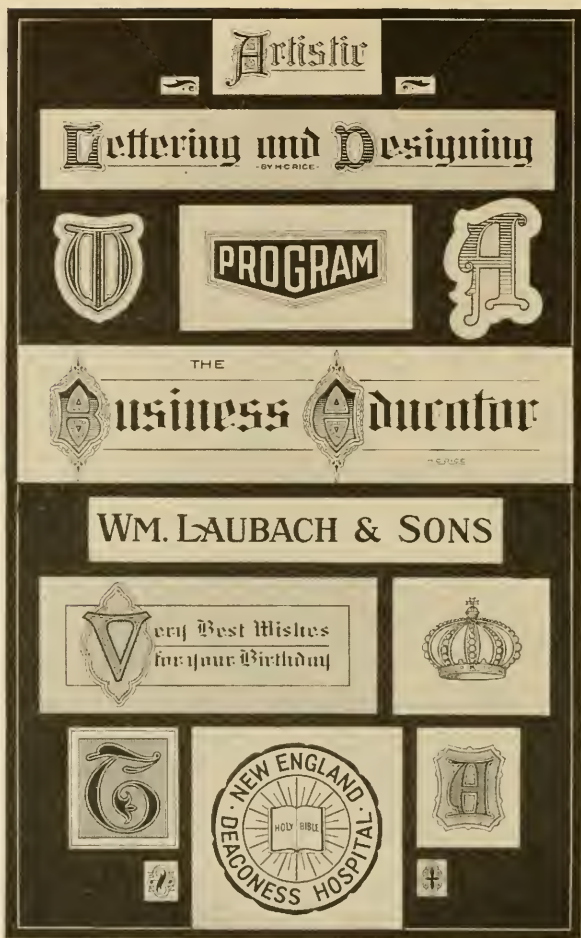
In this series we have some of the most skillful letters ever written.



Columbus Ohio

My dear Sir,  
 I have the pleasure to inform you that your application for admission to the Sanzham Art College has been received and your name has been placed on the list of students for the coming year. The college is a new institution and is well equipped with the latest in art instruction. The faculty is composed of some of the most talented artists in the country. The college is open to students of all ages and is a place where you can receive the best of art education. I am sure you will find it a most interesting and profitable experience. I am, Sir, very respectfully,  
 Yours truly,  
 W. J. Sanzham





By H. C. Rice, Engrosser, 95 Milk St., Boston, Mass.

Mr. R. M. Frost is a commercial teacher in the Northern Arizona State Teachers College at Flagstaff.

Mr. J. M. Trytten, recently with the High School at Sioux City, Iowa, is now Head of the Commercial Department of the Teacher Training Unit affiliated with the Western State Teachers College, Paw Paw, Michigan.

Mr. Luke Ross of Cameron, W. Va., and Miss Ruth Hetrick of Uniontown, Pa., are two new commercial teachers in the West Virginia Business College at Clarksburg.

Miss Clara Hobbs of West Branch, Iowa, is a new commercial teacher in the Central High School, Detroit.

Miss Esther Legge is a new teacher in the Commercial Department of the Lockport, N. Y., High School.

Iowa M. Book of Mexico, Pa., is teaching this year in the High School at Meyersdale, Pa.

Miss Florence L. Field of Auburn, Maine, is a new commercial teacher in Straight College, New Orleans.

Mrs. Helen W. Kalen is a new commercial teacher in the Crown Point, Ind., High School.

Miss Velna Carroll of Plymouth, N. H. has recently been engaged to teach in the Rutland, Vt., Business College.

Mr. L. L. Kerney of Port Huron, Michigan, has been engaged to teach accounting in the Actual Business College, Akron, Ohio.

Miss May V. Powell, recently with the State Teachers College at Fredericksburg, Va., is now teaching in the Williamsport, Pa., High School.

Miss Mary Winston Jones is a new teacher in the Department of Commercial Education of the Colorado Teachers College at Greeley.

## CYRUS W. FIELD

We have just heard from our old friend and former pupil, Cyrus W. Field, who is now in Detroit. He was at the head of the Shorthand and Penmanship Department of a Detroit Commercial College for ten years. After leaving that school, he did nothing but write for two years and then went into the Policy Department of an insurance company, writing up reports. He states that since last August he has been working up on his Ornamental Penmanship and if he had his choice, he would do nothing but write for the next ten years. He also states, "I have been offered a very attractive position with a large real estate firm, but somehow it doesn't appeal to me as does the penmanship." Mr. Field attended the Zanerian Penmanship College away back in 1898.

## Michigan Handwriting Supervisors Meet At Detroit

The Handwriting Supervisors of the Ninth District met in the Banquet Room of the Book-Cadillac Hotel, Detroit, Mich., Nov. 1, 1927.

Miss Olive MacDonald, penmanship instructor in the Garfield Junior High School, Port Huron, Mich., arranged a very interesting program as follows:

9:30 a.m. Banquet Room, Book-Cadillac Hotel  
"Correlation of Handwriting with Other School Subjects."

Miss Marguerite Llewellyn of the Zaner-Bloser Company, Columbus, Ohio.

"Penmanship Methods"

Archie Lee Dickson, Visiting Supervisor, A. N. Palmer Company, Chicago.

Exhibit

Election of Officers

Third Grade Demonstration Lesson followed by Round Table Discussion.

Mr. Charles D. Newbegin this coming year will be with the Rogers High School, Newport, R. I. He will be succeeded at the East Greenwich, R. I. Academy by Parker Williams, a graduate of the Normal Department of the Bay Path Institute of Springfield, Mass.

## The Southwestern Private Commercial Schools Association

This is an association of business colleges whose aim is to promote a better feeling among business colleges in the Southwest, by bringing them together occasionally and to discuss their mutual problems with the view of trying to raise the standard of commercial education in their section. Their meeting of November 26 was well attended and from the minutes which we received we can see that they had a very interesting and helpful program.

Their next meeting will be held in San Antonio, Texas, in April. The school men of this section are to be complimented on this get together movement.



## 1928 CONVENTION OF THE EASTERN COMMERCIAL TEACHERS' ASSOCIATION

Hotel Pennsylvania, New York City,  
April 5, 6, and 7

### Basic Studies Series in Commercial Education

The Executive Board of the E. C. T. A. at its meeting in New York City on June 4, 1927, planned and adopted a professional program of great importance to American commercial education.

This professional program is planned over a period of three years to result in the preparation and printing of three yearbooks in commercial education, as follows:

1928 Yearbook, Foundation of Commercial Education.

1929 Yearbook, Curriculum-making In Commercial Education.

1930 Yearbook, Administration and Supervision of Commercial Education.

These yearbooks are to be known as the Basic Studies series in Commercial Education. The Executive Committee of the E. C. T. A. is to serve as the yearbook commission.

These yearbooks will grow out of the 1928, 1929, and 1930 annual conventions. The 1928 program, for example, will have for its general topic *Where Are We Going In Commercial Education?* To answer this question we must determine at the outset from where we are starting in commercial education. This suggests four main phases of the program:

1. A philosophy of commercial education to answer the question, what kind of business life, as an embodiment of best American social life, should we seek to build?
2. A technique of research in commercial education to answer the question, what method of work should we use to build a commercial education that fits the desired kind of American Business Life?
3. Research cases in commercial education to answer the question: What scientific data have we now available upon which to base a reconstruction of commercial education in keeping with the desired kind of American Business Life?
4. Problem in commercial teacher-training to answer the questions:

(a) How do the qualifications of the commercial teacher compare with those of other teacher groups, (b) What should be the nature of the commercial teacher-training curriculum that will prepare the kind of commercial teacher who can realize the social mission of commercial education in American Business Life?

All these questions will be dealt with at the 1928 convention in the general and departmental meetings. Every part of the program is planned so that it will result in a unified yearbook of basic importance not only to commercial education but to the whole field of American education. The Department of Superintendence of the National Education Association during the past year produced a Fifth Yearbook that concerns the junior high school curriculum. Its Sixth Yearbook for 1928 will discuss the senior high school curriculum. Both yearbooks attempt to present the best theory and practice of commercial education. These yearbooks are of major importance to commercial educators of private and public schools, secondary and collegiate.

Should the commercial teachers of the E. C. T. A. stand by and leave outstanding leadership of commercial education to the Department of Superintendence who are more or less inadequately prepared to accomplish alone this great task? Should we not cooperate with the Department by having the E. C. T. A. assert its leadership through the planning of a series of yearbooks that will serve as needed supplementary material?

The Modern Philosophy of American education may be fittingly expressed in the sentence, "The things boys and girls do are the things they learn." Commercial education is a doing education. Furthermore, it is basically an economic education and as such penetrates to the heart of life's activities and consequently American education. "The economic life is the warp of the social order." "The object of an adequate program of education must be an economic efficiency, balanced by a recognition of the broader and more permanent interests of society and tempered by an unequivocal exaltation of human over material values."

Thus we have in commercial education one of the most potent forces for the socialization of American education in keeping with a philosophy that will lead human achievement to a highest type of civilization. Commercial education should be at the heart of American Education, even as business (economic) life is at the heart of American life. May the commercial teachers of the E. C. T. A. cooperate to help realize this noble mission of commercial education as an integral part of American education, by helping to build 1928, 1929, and 1930 yearbooks of outstanding merit.

Every commercial teacher may obtain a copy of each yearbook simply by enrolling as a member of the E. C. T. A. and paying the \$2.00 membership dues. One thousand paid members is the goal of the 1928 Con-

vention that will be held at the Hotel Pennsylvania, New York City, April 5, 6, and 7. You are appointed as a member of the Membership Committee to help get new members. Use the enclosed membership blanks for this purpose. The professional program that the Executive Board has planned should win the interest and cooperation of every commercial teacher.

### Members of the Executive Board

Seth B. Carkin, Secretary  
Harry I. Good  
Mabel S. Hastings, Vice-President  
George L. Hoffacker  
Irvin L. Lindabury  
Arnold M. Lloyd, Treasurer  
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John A. Luman  
Alexander Pugh  
Milton F. Stauffer

### Eastern Commercial Teachers' Association 1928 Yearbook. Foundations of Commercial Education

#### Part I

1. Purpose and Nature of the 1928 Yearbook of the E. C. T. A.  
Dr. Paul S. Lomax, New York University, New York City.
2. A Philosophy of Commercial Education.  
Dr. John Dewey, Columbia University, New York City.  
Dr. W. H. Kilpatrick, Columbia University, New York City.
3. Commercial Education and the Scientific Spirit.  
Dr. Wesley C. Mitchell, Columbia University, New York City.
4. Research as Applied to Business: Advantages and Limitations.  
Dean Edmund E. Day, University of Michigan, Ann Arbor.
5. Research as Applied to Education: Advantages and Limitations.  
Dean John W. Withers, New York University, New York City.

#### Part II

6. Commercial Section—
  - a. Research as Applied to Accounting Practice.
  - b. New Materials for the Commercial Teacher.
    - (1) In Bookkeeping and Accounting.
    - (2) In Arithmetic.
    - (3) In Junior Business Training.
    - (4) In Business Practice.
  - c. Summary of conference on classroom Teaching Problems.
7. Economics and Social Studies Section—
  - a. Research as Applied to Commercial and Industrial Relations.
  - b. New Materials for the Com-

(Continued on Page 26)



## MENTAL MEANDERINGS

(Continued from Page 17)



### BROWNE'S BUSINESS COLLEGE IN NEW BUILDING

In the past half century, Browne's Business College, Brooklyn, N. Y., has been compelled to change location three different times in order to accommodate the increased enrollment. In 1913 they moved into their present quarters, occupying the four upper floors at the corner of Flatbush and Lafayette Avenues. Their growth far exceeded their expectations, and are again compelled to seek larger quarters.

In their new home, they will occupy the entire building over the City Savings Bank.

The building is of steel and concrete construction, with white terra cotta finish, one hundred per cent fire-proof.

No expense has been spared to make this the very finest private school building in Greater New York. All the furnishings and equipment will be new and up-to-date and nothing that would add to the comfort, safety and convenience of the student, has been overlooked.

The same high standard of instruction and management that has merited the confidence and good will of their patrons for more than half a century will be maintained.

They extend to you a cordial invitation to visit the College in its new home, No. 3 Lafayette Avenue.

Mostly, men swear or indulge in other language coarseness because they lack the wit or skill to express themselves with purity. Theodore Roosevelt and Woodrow Wilson were masters of forcible speech, but nothing but clean English ever passed the lips of either, whether in public or private. Perhaps there is no greater developer of brain power, than the cultivation of accurate, refined and meaningful speech. Lincoln's marvelous mental growth is an example of this. He was ever broadening and deepening his mind through the study of books written in masterly English. His matchless Gettysburg Address shows the result.

On the other hand, the habitual indulgence in coarse, impure or sloppy English, is both mentally and morally degenerative. Not all the "evil communications" that "corrupt good morals" come from without. They can and do "bore from within." Some clever and fairly decent people are coarse and blackguardly in their speech, but blackguardism itself, is never either clever nor decent. The rule is that people with keen and clean minds use keen and clean English. That is why language is, on the whole, a pretty fair index of a man's or woman's mind and character. No young person who is starting out to win a successful way in the world can do a better turn for himself or herself than to lay hold of this truth and apply it.

### PUPPY LOVE

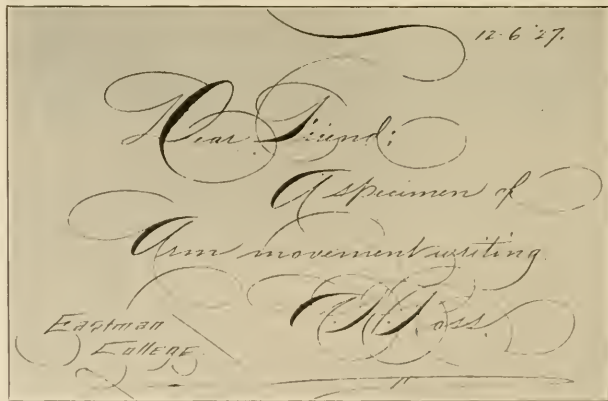
(Continued from Page 18)

headed he is when he gets his mind set upon things," continued the Mrs. rather sorrowfully.

Bob got a job driving a truck and seemed to be making good but after a married life of about a year, started to spend his idle time in and about the pool-room and soon the job suffered and Bob was out of a job as is the usual run of affairs—one cannot burn the candle at both ends for an indefinite time—it just does not go that is all there is to it. He began to get a streak of luck in gambling and was the talk of the little town but some of the old wise ones nodded knowingly and said "It is a long road that does not have a turn." He was such a nice young fellow and no one could do anything with him. Finally Bob's father threatened to put him out of the house unless he mended his ways but after a short time Bob was up to his old tricks.

Jigger McCarthy finally listened to the pleadings of his wife who had a mother's love in her breast for her child with the result that Mary returned to the parental home. "Bob could not come though" was all Jigger would say.

To Be Continued



The above was written by A. H. Ross, penman in the Eastman College, Poughkeepsie, N. Y. The Eastman College has long been noted for its fine penmanship. Some of the finest penmen have taught in that institution, and Mr. Ross continues to hold up the high standards set by these pioneer educators.

Mr. Ross is happy because he has been granted a Zaner-Bloser Professional Penmanship Certificate.





## 1928 CONVENTION OF E. C. T. A.

(Continued from Page 23)

- mercial Teacher.  
 (1) In Economics.  
 (2) In Commercial Law.  
 (3) In Commercial Geography.  
 (4) In Advertising.
- c. Summary of Conference on Classroom Teaching Problems.
8. Retail Education Section—  
 a. Research as Applied to the Retailing Business.  
 b. New Materials for the Commercial Teacher.  
 c. Summary of Conference on Classroom Teaching Problems.
9. Secretarial Section—  
 a. Research as Applied to Office Practice.  
 b. Materials for the Commercial Teacher.  
 (1) In Shorthand.  
 (2) In Transcription.  
 (3) In Typewriting.  
 (4) In Secretarial Practice.  
 c. Summary of Conference on Classroom Teaching Problems.
10. Penmanship Section—  
 a. Research as Applied to Penmanship in Business Practice.  
 b. New Materials for the Commercial Teacher.  
 c. Summary of Conference on Classroom Teaching Problems.
11. Administration Section—  
 a. Research as Applied to Curriculum Building in Teacher Training.  
 b. New Materials for Commercial Teacher Training Institutions.  
 (1) In Studies of State Certification Requirements.  
 (2) In Studies of Qualifications of Commercial Teachers.
- (3) In Studies of Commercial Teacher Training Curricula.  
 (4) In Studies of Supply and Demand of Commercial Teachers.
- c. Summary of Conference on Research and Other Commercial Teacher Training Problems.
12. Business Building for Civilization.  
 Dr. Lee Galloway, formerly Director of Department of Management and Professor of Commerce and Industry, New York University, New York City.
13. The Future of Commercial Education.  
 President Frederick H. Robinson, College of the City of New York, New York City.

## N. A. P. T. S. NOTES

By Mrs. Lettie J. Strobell, President.  
 Convention Hotel

The New Congress, Michigan Avenue and Congress Street, Chicago. Reservations should be made through Miss Gertrude Cummings, Assistant Manager.

## Speaker

The Executive Committee is to be congratulated upon having secured Dr. Franklin Bobbitt, of the University of Chicago, as one of the Convention speakers. Dr. Bobbitt is widely known in the field of education, and always brings a real message to his audience.

## Exhibits

Our former President, Mr. F. J. Duffy, and the father of our Association, Mr. J. H. Bachtenkricher,, together with the members of the Ad-

visory Committee, have been appointed to take charge of the exhibits.

Since there will be no contest, more effort can be given to the preparation of exhibits. These will interest not only the delegates to our Convention but also the teachers of Oak Park and Chicago.

## Are You A Member of the

N. A. P. T. S.?

You should be in order to keep pace with the latest developments in the teaching of handwriting. For another reason, your membership will help to raise the teaching of handwriting to a higher point of efficiency. New developments in teaching are coming rapidly and what was good enough for 1925 may not be good enough for 1928.

For \$1.00 you can become a member of the Association, and will receive a copy of the report of the 1928 meeting. Reports have been published of the last three meetings and these published reports are splendid contributions to the literature of handwriting. The report of the 1928 meeting will be something you will not want to miss.

Send your name and your \$1.00 to Miss Myrta Ely, Treasurer, Madison School, 10th and Minnesota Sts., St. Paul, Minn.

## THE COVER

Arthur P. Myers, the young engrosser of York, Pa., has moved his studio to 1415 Locust St., Philadelphia, Pa. We predict a very successful future for this progressive young engrosser in the city of brotherly love.

His work on the cover this month speaks highly of his ability as a designer and of his patience in handling details.



The Rustic alphabet which was very prominent a few years ago is very beautiful and is used for department stores advertising and headings.





## THE ABILITY OF ADULTS TO LEARN

### Theory of William James Proved Incorrect

[Extensive experiments made by Professor E. L. Thorndike, Teachers College, Columbia University, support the conclusion that ability to learn rises until about the age of twenty. After that it remains stationary for some years—not a great many—and then gradually declines.

Probably those of us who endeavor to instruct the young cannot do a better thing than to get that information across to our pupils.

The experiments were concluded just recently and the result should now be made known. They are decidedly quickening. While persons of fifty, sixty, or even seventy may have the ability to learn, the opportunity or desire is often lacking. As we see it, the conclusion to be drawn from the experiments is—Learn While Young. An article on this subject recently appeared in "Adult Education and the Library," as follows:]

"No less an authority than William James has said, 'Outside their own business, the ideas gained by men before they are twenty-five are practically the only ideas they shall have in their lives. They cannot get anything new.'"

If this be true, what of the cry abroad in the land for adult education? Happily, the conclusions of James are not supported by the results of a genuinely scientific study which will be published in the near future by the American Association for Adult Education.

Professor T. L. Thorndike of Teachers College, Columbia University, has been engaged for the past two years in a study of the psychology of adult education, and at the Cleveland meeting of the American Association for Adult Education he presented the results of this study.

Professor Thorndike conducted experiments in which persons twenty-five years old and over, averaging forty-two, were compared with persons twenty to twenty-four, averaging twenty-two, in their ability to learn acts of skill and acquire various forms of knowledge.

In learning to write with the wrong hand, the old and the young made equal improvement in the quality or legibility, but the old gained less in speed, eighteen letters per minute from fifteen hours of practice as compared with thirty-five letters per minute for the young. On the whole the old gained about three-fourths as much as the young. In learning Esperanto, an artificial language constructed on logical principles, the old learned about five-sixths as fast as

the young. Both groups learned more rapidly than children. In learning reading, spelling, arithmetic and other elementary school subjects, adults of forty-two progressed about five-sixths as fast as adults of twenty-two. Both groups probably learned faster than they would have learned the same things as children at the age of twelve, for they learned more per hour of study than do children who are comparable to them in brightness. Extensive experiments with adults learning algebra, science, foreign languages and the like in evening classes, and with adults learning typewriting and shorthand in secretarial schools, support the general conclusion that ability to learn rises till about twenty, and then, perhaps after a stationary period of some years, slowly declines. The decline is so low (it may roughly be thought of as one per cent per year) that persons under fifty should seldom be deterred from trying to learn anything which they really need to learn by the fear that they are too old. And to a lesser degree this is true after fifty also.

Professor Thorndike concluded that the chief reason why adults so seldom learn a new language or a new trade or any extensive achievement of knowledge or skill, is not the lack of ability, but the lack of opportunity or desire to learn."

## ORNAMENTAL GEMS

By A. D. TAYLOR

No. 1

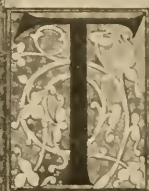


*Wm. H. Hartington*  
Chicago.

# 65 N. Clark St.

Ms.





TO DIRECTOR  
H. O. G. ELLINGER,  
the Faculty and the Students of the  
Royal Veterinary and Agricultural  
College of Denmark

### GREETING

The President, Directors and Members of the  
**International Live Stock Exposition  
Association**

express their warmest felicitations and heartiest  
congratulations over the completion of the  
Momentous Building Program undertaken by  
your institution, and earnestly hope that the  
added material facilities thereby provided will  
proportionately increase the significant contri-  
butions to the Science and Art of Husbandry  
and Agriculture, which you have so devotedly  
bequeathed to the world.



WE therefore empower Dr. Tage U. H. Ellinger,  
Director of the Department of Live Stock  
Economies of the International Live Stock  
Exposition, to convey our salutation and  
delegate him to represent our institution offi-  
cially during the dedication ceremonies.

President

Secretary

Engrossed by the Harris Engrossing Studio, Chicago.

#### NEW ZANERIAN COLLEGE CATALOG

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\$1.00 as a specimen book, but free to interested persons. May be worth hundreds of dollars to you.

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By E. L. Brown  
Rockland, Me.

Send self-addressed postal for criticism,  
and stamps for return specimens

## PRACTICAL FREE-HAND LETTERING

The styles shown herewith are most  
suitable for purposes requiring a rapid  
legible style and will be found useful

for titles on diplomas. These letters  
may appropriately be called single-  
stroke letters and will require little  
if any retouching. First rule lines to  
govern height, but do not outline let-  
ters in pencil. Use Gillott No. 170  
pen and Zanerian ink, good quality of  
cardboard or heavy unruled paper.  
Study the character of these letters  
before you attempt to copy them.  
Regularity of size and spacing are es-  
sential to the most satisfactory re-  
sults. The second alphabet was made  
with a No. 3 broad pen retouched with  
a common pen. The relief line on cap-

itals is not necessary but adds greatly  
to the finish and effect.

The floral decoration speaks for it-  
self and may be studied as a part of  
this lesson. The spray should be pen-  
ciled very carefully first, and begin-  
ners will find it a help to suggest color  
values, and the arrangement and spac-  
ing of the lines to produce the same.  
Add strongest color with a No. 3  
broad pen, spotting in solid black here  
and there to give your drawing char-  
acter and vitality.

All honest efforts will be criticised.  
Let us see some of your best work  
from this lesson.

### FREE HAND LETTERING

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z & CO.

a b c d e f g h i j k l m n o p q r s t u v w x  
y z Principal Dear

1 2 3 4 5 6 7 8 9 A.D. 1927-1928

SUPERINTENDENT-SECRETARY

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### LETTERING PEN STYLES

A B C D E F G H I J K L M N O P  
Q R S T U V W X Y Z & SO FORTH

MORE CAN BE SAID IN A MINUTE THAN  
CAN BE FORGOTTEN IN A LIFETIME

*Decorative flourish or logo element.*



Brown 1927

**Information Concerning the April,  
1928 Meeting of the  
NATIONAL ASSOCIATION  
of  
PENMANSHIP TEACHERS and  
SUPERVISORS**

The 1928 meeting will be held in Oak Park, Illinois. Oak Park is a residential suburb nine miles directly west from the Chicago Loop District. It is reached by taking trains on the Omaha Division of the Chicago and Northwestern Railroad, by the surface lines running west on Madison Street, Lake Street and Chicago Avenue, from the downtown centers of Chicago, or using the Lake Street trains of the Chicago Rapid Transit from any station in the loop. The latter, or Elevated, is the best and most convenient service as it takes but thirty to forty minutes to reach Oak Park from the loop.

Oak Park is a select and residential suburb of homes, schools, and churches, there being but few business centers and no manufacturing of any kind. The population is 63,000 people, distributed over an area of four and one-half square miles. The City of Chicago joins Oak Park on the east and north boundaries. The suburb, however, is an entirely independent political unit under the old New England village form of government for the past quarter of a century. It is the largest village in the United States.

Oak Park is noted for its fine buildings and church edifices. There are thirty churches representing all denominations. The Oak Park Club, costing one million dollars, has just been completed and the new Woman's Club in process of erection will be completed within a few months. Splendid auditorium facilities will be available in many of these public buildings.

The educational system of Oak Park consists of elementary and secondary schools organized upon the 6-2-4 plan, the Oak Park-River Forest Township High School operating under the Illinois Township High School Law. There are eleven elementary schools very conveniently located and wholly at the disposal of the visiting delegates for purposes of observing the teaching of penmanship and other subjects. The Oak Park Elementary Schools are organized upon the basis of the socialized curriculum, offering four defined courses, viz., academic training, the resulting abilities being

expressed in the use of the academic knowledge, use of the rules of learning, and the establishment of right attitudes.

A unique feature of the Oak Park schools is the fact that the first superintendent of schools, Mr. E. L. Dodge, was appointed in 1876. The second superintendent, Mr. Wm. H. Hatch, was appointed in 1892. The present superintendent, Mr. Wm. J. Hamilton, was appointed in 1917. It will thus be seen that the community has had but three superintendents since 1876 and the excellence of the school system is largely due to the continuity of policy and objectives thus established.

Miss Alma E. Dorst is the Supervisor of Penmanship, having held the position since 1923. She has taken work in both Zanerian and the Palmer Schools of Penmanship and has supervised both systems. During the first years of her training she had the privilege of being a pupil of Mr. C. P. Zaner. Miss Dorst has had wide experience in her chosen line of work and is well qualified as a supervisor. Her success is demonstrated by the fact that during her four years of supervision in Oak Park the work in Penmanship has been greatly improved. Miss Dorst's experience in supervision of Penmanship covers a total period of ten years, six being outside of the State of Illinois.

The method of supervision in Oak Park is termed "Call System" whereby a teacher calls a supervisor by card. This card is filed in the office of the Principal and is inspected by the Supervisor as soon as she enters the building. The work of the Supervisor of Handwriting is carried on without the aid of assistants directly under Supervisor. Each teacher is an assistant, having been trained for the work thru a teacher's training class, and is held responsible for the results of her class work. This method encourages a splendid spirit of cooperation.

Various methods of improving handwriting are used. Each room has a handwriting scale placed within easy access of pupils. Three tests are given thruout the year and the results written on a chart which is placed where pupils may see how they rank with others in the class. Once a year all notebooks, spelling blanks, etc. are inspected by the Supervisor. Such procedure helps to bring the "Carry Over" work up to a desired standard and encourages the class-room teacher in her effort to maintain a high level of work.

The Congress Hotel of Chicago has been selected as headquarters and the meetings will be held there. One day will be spent visiting the Oak Park Schools. H. C. Walker.

#### AIMS IN EDUCATION

In his inaugural address, Dr. Arthur S. Pease, newly elected president of Amherst College, Amherst, Mass., stated his views on the aims of education as follows:

"Education, like religion, politics and the weather, seems to be a subject upon which anyone, regardless of age, sex or previous condition of ignorance, is permitted to speak without let or hindrance. Some of us theorize at large with a vague yet none the less insistent dogmatism, while others, especially the professors of education, entrench themselves within a barbed-wire entanglement of pedagogical terminology."

#### The Threefold Aims

"Let me, then," he continued, announce my conviction that in education the aims are threefold; first, to fit us for the more successful practice of our respective callings; second, to enrich and refresh our lives with more intelligent and varied avocations; and third, to render us more helpful in our manifold relations to the community at large."

Doubtless the aims of education in the past have shifted from goal to goal, and they are likely to so shift in the future, but to state the aims from time to time is a thought-provoking exercise and no doubt highly beneficial to anyone, no matter how well or poorly educated he may be. It is well for us to think of what we are trying to do. What is our educational aim? If we haven't any we ought to find it out. Do our aims agree with those of Dr. Pease?

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A. P. MEUB, Penmanship Specialist, 452 North Hill Avenue, Pasadena, Calif.





# SINCE WE LEFT THE FARM

By E. L. Blystone, The Penman-Poet  
Ardara, Pa.

When I was young and foolish,  
I left my father's farm;  
Things seemed dull and lonesome then,  
And held for me no charm.

I drifted to the city,  
Amid the dim and strife;  
I said unto myself one day,  
Oh! boy this is the life.

There's always something doing here,  
To drive away our cares;  
You never will get lonesome here,  
Like on the farm I'll swear.

But now I've had my fill of it,  
I wish that I could go,  
Back to dear old father's farm,  
Where things once seemed so slow.

For there's something I am missing,  
Oh! how my poor heart aches,  
For that good old ham and gravy,  
And those good old buckwheat cakes.

Things have changed since I have left,  
My dear old father's farm,  
The things I thought were dreary then,  
Now hold for me some charm.

Especially that old swimming hole,  
Along the meadow creek,  
Where all the boys went swimming,  
At least one day a week.

How I'd like to crawl those trees,  
At cherry picking time,  
For things I hated when a kid,  
Just now I'd think were fine.

Hunting for those chestnuts,  
Would fill my life with glee,  
And with a great long waddle,  
Knock them off the tree.

The thing that I have missed the most,  
I repeat, my poor heart aches,  
Is that good old country sausage,  
And those good old buckwheat cakes.

And then around at Hallowe'en,  
Say did we have the fun,  
Nate we'd crack most every night,  
When all our work was done.

And at those country dances,  
We country lads would shine,  
We'd swing those country lassies,  
To music that was fine.

And then around at Christmas time,  
It surely was a treat;  
To eat that turkey mother stuffed,  
It never could be beat.

But I was young and foolish then,  
I said to farmer Brown,  
The country is too lonesome,  
I'm going off to town.

But since I've learned a lesson,  
My heart it almost breaks,  
When I think of that good gravy,  
And those good old buckwheat cakes.

## POSITIONS FILLED OUTSIDE THE HIGH SCHOOL FIELD

Besides high school positions filled in 1927, these are some of the more important institutions that engaged our nominees: Bryant & Stratton College, Providence, R. I.; State School of Forestry, Botineau, N. D.; Universal Institute, Fort Wayne, Ind.; Drexel Institute, Philadelphia; State Normal School, Plattsburgh, N. Y.; Bliss Business College, North Adams, Mass.; Maine School of Commerce, Auburn. Midyear calls are coming. May we help you?

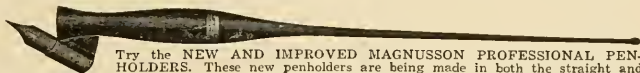
### THE NATIONAL COMMERCIAL TEACHERS' AGENCY

Prospect Hill, Beverly, Mass. (A Specialty by a Specialist) E. E. Gaylord, Mgr.

## Westward Ho! Alaska to New Mexico

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### OSCAR MAGNUSSON

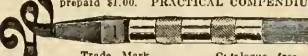
208 N. 5th St.,  
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Also a cheaper grade sold in quantities to teachers and dealers. Write for prices.

|                           |        |
|---------------------------|--------|
| 8-inch plain, each.....   | 50c    |
| 8-inch inlaid, each.....  | 75c    |
| 12-inch plain, each.....  | 75c    |
| 12-inch inlaid, each..... | \$1.35 |

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\$6000 offered for a man, others at \$4000, \$3000 and \$2500.

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Co-op. Instructors Ass'n, Marion, Ind.

## GOOD OPENINGS SPECIALISTS' EDUCATIONAL BUREAU

Good openings are always reported to us in January. September vacancies will soon be on file. If available, write us for quality service.

Robert A. Grant, President  
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## Story of the ASSOCIATED SCHOOLS AND COLLEGES OF DENVER

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**Denver College of Music, The Chappell School of Art, The Barnes Commercial School, and the Central Vocational College, Inc.**

[Combinations seem to be the order of the day, not only among business concerns, but among schools and even churches.

One of the largest combinations among private schools that we have heard of is the association recently formed in Denver, Colo., of four of the leading institutions of that city. The Barnes Commercial College has long been known as one of the highest grade commercial schools in the country and we understand that each of the other schools is a leader in its line.

No doubt, private commercial school men will watch with interest the results of this new association of schools, for if it proves a success, as we have every reason to believe that it will, it may mean similar combinations in other cities.

We are well acquainted with H. E. and R. P. Barnes, of the Barnes School. They are energetic men of the best type and we congratulate them on their large undertaking. An announcement of the plans and purposes follows.]

Denver has acquired what is in effect a large down-town college through a cooperative alliance between the Central Vocational College, The Denver College of Music, The Chappell School of Art, and the Barnes Commercial School, four highly specialized schools which are already well established. These institutions will function in their cooperative plan under the title of The

Associated Schools and Colleges of Denver. Officers elected for the first year are Dr. Rolland M. Shreves, President; Dr. Edwin J. Stringham, vice-president; H. A. W. Manard, Secretary-Treasurer. The Board of Directors includes, besides the officers named, H. E. and R. P. Barnes, George O. Marrs and John C. Wilcox.

The magnitude of this educational organization is sensed when one learns that it brings into cooperative service a faculty of 100 teachers, an annual student enrollment of about 3,000, and buildings and equipment to a total value of about \$500,000.

The objects of this Association are primarily to secure a higher degree of cooperation between the Institutions included in its membership, to more fully utilize their respective facilities and equipment and to avoid unnecessary competition and duplication of study subjects and courses. It is also expected that new courses, made possible through this alliance, will attract to Denver a large number of students who have heretofore been obliged to go elsewhere for certain lines of specialized training. Combined courses for public school teachers who in addition to academic subjects must include music, art and commercial training, will be offered in the summer school, for which an extraordinary large enrollment is anticipated.

A committee on joint schedules, credits and credentials will supervise the scholastic programs of the schools in the Association to avoid conflicts and duplications, and to see that the standards and credit requirements are maintained at the highest possible level. An Advisory Committee, representing the leading Universities, Colleges and Educational Bodies of this part of the country, has been invited to supervise the credit standards of the Associated Schools.

The first joint activity of the newly formed Association will be a dinner

meeting of the combined faculties at the Colburn Hotel. Leading educators of the city and state will be guests, and the principal speaker will be C. C. Brown, Western representative of the North-Central Association of Schools and Colleges and high school visitor for the University of Colorado.

The Central Vocational College began its new Scientific Grade School on December 5, 1927.

### Englewood Business College

A choicy, rich looking catalog has been received from Englewood Business College, Chicago, Illinois. Few catalogs are received which are more convincing.

F. B. Bellis is a former Zanerian pupil is the president of this thriving institution and our friend and former pupil, John S. Griffith heads the penmanship department.

### A Suggestion to Business Colleges

R. C. Bishop, Concord, N. H., suggests that business colleges mail monthly records of each pupil's accomplishments and progress to a selected list of prospective employers. A plan of this kind would be good advertising for the business college and would be the means of locating many students. After all the success of the business college depends to a large extent upon being properly located.

Miss Eva M. Langdon of Huntington, W. Va., has recently accepted a position to teach in Wasatch Academy, Mt. Pleasant, Utah.

### CONGRATULATIONS

Mary Ada was born at the home of Mr. and Mrs. Thomas M. Nelson, Jamestown, N. Y., Dec. 11, 1927. Mr. Nelson, "Zanerian 1920, '21, '22, '23" is President of the Jamestown Business College.



### OLD PENMEN'S CONTEST

We are pleased to present some flourishing and business writing from P. A. Westrope, 2215 Vine Street, Denver, Col., who is sixty-nine and one-half years of age. Mr. Westrope is a well preserved man. He believes thoroughly in exercising and guards his health in every way.

While Mr. Westrope does not follow penmanship professionally he finds great pleasure in working at penmanship as a pastime.

*Specimen of my plain writing*

## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**A Practical Text on Bookkeeping, Accounting, Financing and Business Management**, by the Benjamin Franklin Business Institute. The text book plus lesson material is \$10.65 F. O. B. Chicago.

This material is published in loose leaf form adjustable to a 3, 6, 10, or 18 months training. Lesson charts to enable tutors to properly direct and correct each lesson are arranged to simplify training.

Lesson material comprising modern accounting forms, the text setting forth advantages and disadvantages of each, detailing when and when not to use them. Student works on five different sets of books exactly like those used by business houses.

**By-Products in the Packing Industry**, by Rudolf A. Clemen, Assistant Director, Armour's Livestock Bureau. Published by the University of Chicago Press, Chicago, Illinois. Cloth cover, 410 pages.

In no branch of American Industry has a more significant and fascinating development taken place than is offered by the amazing ramifications of by-product manufacture in the packing industry. In his new book, Dr. Clemen describes and evaluates the entire field, discussing in detail products which are close to the everyday life of the American people, but about which the public has little accurate information. Through association with Armour's Livestock Bureau, Dr. Clemen possesses a vast amount of technical knowledge concerning the processes of manufacture, as well as the economic aspects of the by-products of meat packing, and he has here presented the economic and technical phases of the subject more thoroughly than has ever been done before.

Hides and skin, wool and hair, soap, pharmaceuticals, fats and oils, glue, gelatin, and the whole range of by-products from thyroid glands to tennis strings have been traced through the stages of their manufacture and discussed from the economic point of view.

**"Changing Practice in Handwriting Instruction"**, Paul V. West, Ph.D., School of Education, New York University, by the Public School Publishing Company, Bloomington, Illinois.

Contains suggestions and discussions based upon a survey of present practices and problems in teaching handwriting. The discussions in the book are based upon the results of a very comprehensive questionnaire which was answered by 194 teachers, 135 writing supervisors and 51 special teachers of handwriting.

**Interpretation of Educational Measurements**, by Truman Lee Kelley, Ph.D., Professor of Education and Psychology, Stanford University. Published by the World Book Company, Yonkers-on-Hudson, New York. Cloth cover, 363 pages.

The correct interpretation of scores determines the real value of testing—its benefits to the individual child and its influence for good in education. Test users should know all there is to be known about it.

In *Interpretation of Educational Measurements*, Professor Kelley throws new light upon the recurrent questions of the reliability of the validity, and of the practical significance of standard test scores. His treatment is thorough, sane, and penetrating, as would be expected of one whose expert knowledge of

statistics and wide experience in testing have fitted him ideally to handle the subject. He goes beyond earlier descriptive and statistical works on mental measurement. He explains and illustrates the correct interpretation of test scores for pupil classification and guidance in view of the universality of error in measurement and the reliability and validity of available tests.

**Problems in Business Correspondence**, by Carl A. Naether, Assistant Professor of English, University of Southern California. Published by the McGraw-Hill Book Co., Inc., New York. Cloth cover, 194 pages.

There is an urgent need on the part of teachers of business letter writing for thoroughly practical and up-to-date case material, a need which this book of problems is meant to supply.

Wherever possible, the problems have been based on actual and important business transactions as they were handled successfully by means of letters. In most cases data were secured fresh from the letter files of numerous large, well-known firms with whose successful correspondence policies any earnest student of the subject should be eager to become familiar. In other words, the exercise material contained in the following pages will acquaint the student with the conditions under which firms enjoying a national reputation and engaged in varied lines of business transact business by letter, and it will thus afford him an intimate knowledge of the correspondence policies and practices of these firms.

## GREAT OR GOOD

ABNER E. J. REESER.  
1503 N. George St., York, Pa.

"Oh, how I wish I were a man.  
What wondrous things I'd do.  
I'd write such books that all the world  
Would read them through and through."

The fire flashed from his eyes as if  
He thought it hard to wait;  
His mother whispered, "First be good;  
Then, if you will, be great."

The boy sprang from his mother's side  
With footsteps light and gay;  
But dreams of fame were with him still  
Amid his childish play.

Years passed away, and he had grown  
At length to man's estate;  
Alas! he cared not to be good.  
But only to be great.

"He wrote: men read: the world around  
Was ringing with his name;  
His early dreams had never reached  
To such a height of fame.

Yet would he sigh, as if within.  
His heart felt desolate.  
As if it were a weary thing  
To walk amongst the great.

"Ye humble ones," he cried, "who tread  
The path of duty well.  
The peace of mind I may not find  
Stoops down with you to dwell.

"I would that I had lived, like you,  
Content in low estate;  
Oh! could I have my life again.  
I would be good, not great."

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Taylorville, Ill.



## N. Y. GREGG SHORTHAND TEACHERS' ASSOCIATION

Writing shorthand at 220, 260, and 280 words a minute, Martin J. Dupraw provided a session for the teachers of the New York City Gregg Shorthand Teachers' Association who met at the Hotel Pennsylvania on December 3. Mr. Dupraw also addressed the conference on speed development in shorthand as it can be applied through the school course. Easy flowing writing with little attention to actual speed, he advocated, as speed naturally follows.

Harold H. Smith, assisted by students from the Haaren High School, gave a most interesting demonstration of the possibilities of music in the teaching of typewriting. Various rhythms—slow, medium, and fast—were demonstrated, and he showed how drills in typewriting must be practiced to strict rhythm in order to establish finger control.

The Question Box brought forth much discussion and it has been decided to carry this as a regular event at each meeting of the Association.

The meeting was presided over by Thomas G. O'Brien, proprietor of Drake's Business Schools.

The next meeting of the New York City Gregg Shorthand Teachers' Association will be held February 18, 1928.

## PENMANSHIP IN MINNESOTA

The Minnesota State Penmanship Association held an interesting meeting on Nov. 11 at Minneapolis. The following subjects were discussed with much interest.

### Penmanship

Mabel Cottingham, presiding

Modern Trends in Handwriting—15 minutes—Lily Maddux, Supervisor of Writing, Teachers College, St. Cloud.

Professional Gleanings from the N.A.P.S. Convention in Philadelphia—30 minutes—F. J. Duffy, Supervisor of Writing, Duluth Public Schools.

Correlation of Spelling and Penmanship in the Primary Grades—20 minutes—Jessie E. Aldrich, Supervisor of Writing, Sioux Falls, South Dakota.

American Mail Service and Legibility—20 minutes—Chas. J. Moos, Postmaster, St. Paul. Handwriting in Business and Professional Life

—15 minutes—H. M. Temple, Certified Public Accountant, Temple Webb Co., St. Paul, Business.

Measuring the Results of Penmanship Instruction—Paul A. Carlson, State Normal School, Whitewater, Wisconsin.

## THE N. A. P. T. S. CONVENTION HEADQUARTERS, CONGRESS HOTEL, CHICAGO

The members of the N. A. P. T. S. will be pleased to learn that the Executive Committee has chosen the Congress Hotel as the headquarters for our 1928 Convention, April 25, 26, 27. After having given careful consideration to the accommodations offered by numerous Chicago hotels, it was decided that the Congress is more nearly ideal in every respect. The quiet, refined and exclusive atmosphere of this hotel meets the needs of educational and professional groups.

Because of Chicago's central location, it will draw a large delegation from all parts of our country. Every supervisor and teacher of handwriting should plan to attend the 1928 Convention. A splendid program is being prepared by the Executive Committee.

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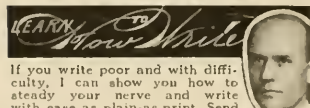
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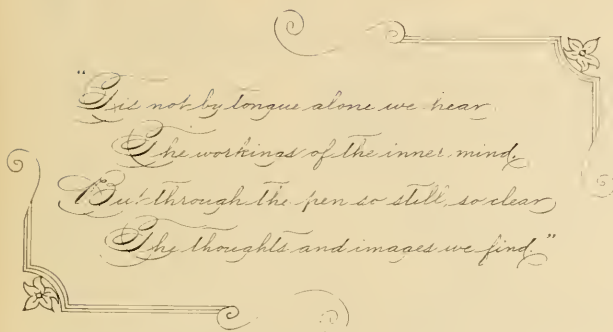
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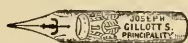
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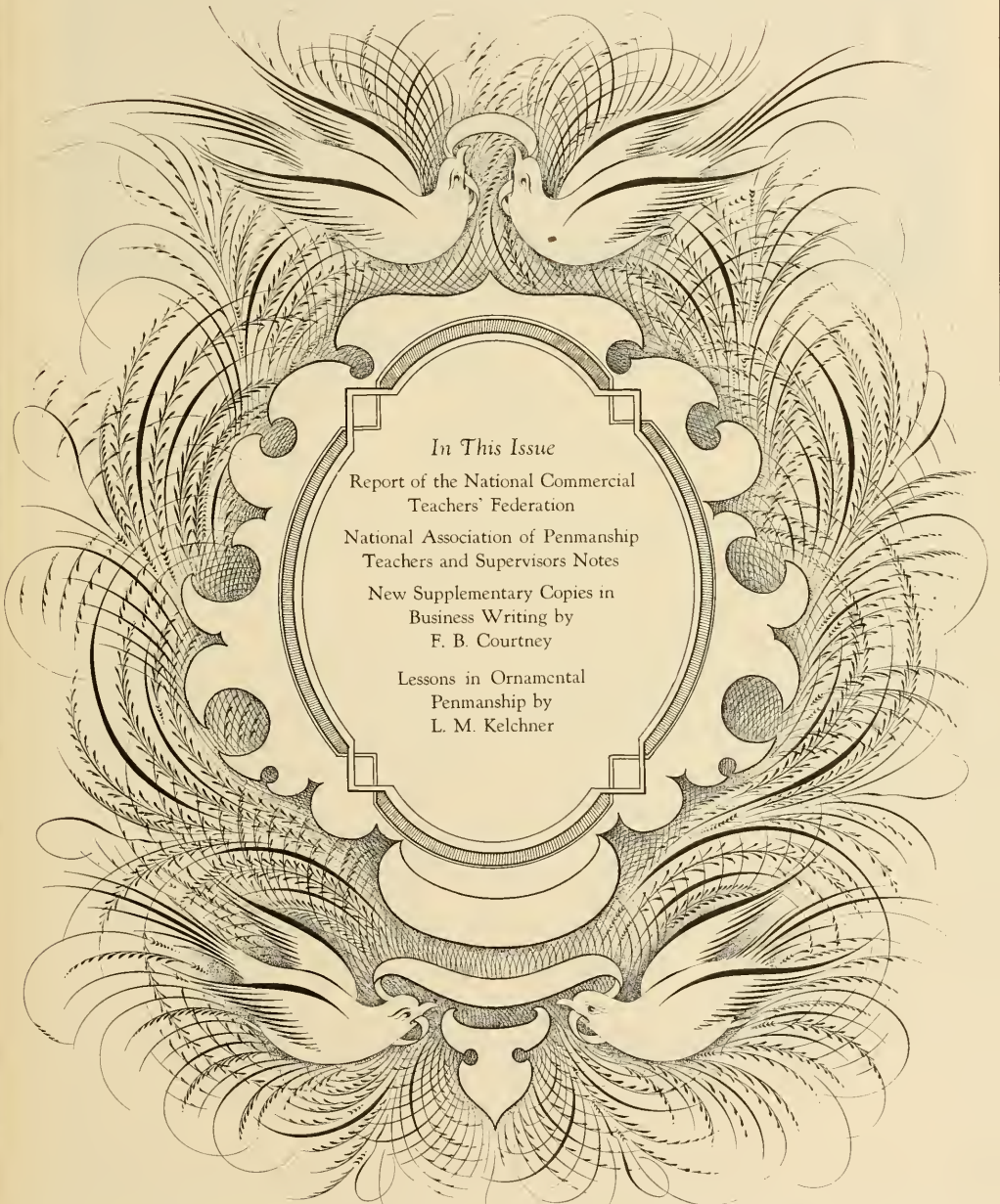
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# The Business Educator

Penmanship and Commercial Education

Volume XXXIII FEBRUARY, 1928

Number VI



## *In This Issue*

Report of the National Commercial  
Teachers' Federation

National Association of Penmanship  
Teachers and Supervisors Notes

New Supplementary Copies in  
Business Writing by  
F. B. Courtney

Lessons in Ornamental  
Penmanship by  
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# Zanerian Summer School

## For Supervisors, Teachers, Penmen and Students

Each year during the summer a special intensive six weeks' course (usually from July 5 to August 13), is given in Modern Handwriting Methods for Supervisors, Teachers, Penmen and Students. This course gives teachers and those with limited time a chance to prepare during vacation period to teach handwriting and to improve their skill in plain business handwriting or in any of the other branches of penmanship and lettering. Many teachers have attended as high as five or six summer terms. A number of nationally known instructors are employed each summer to present latest in methods to our summer school pupils.

The following are some of the men and women who have been instructors in Zanerian Summer Schools:

C. E. Doner, Massachusetts State Normal Schools.  
D. C. Beighey, Supr. of Writing, Indianapolis, Ind.  
H. L. Darner, Stanton Motor Company, Pittsburgh, Pa.  
C. Spencer Chambers, Supervisor of Writing, Syracuse, N. Y.  
Alma E. Dorst, Supervisor of Writing, Oak Park, Ill.  
Elizabeth Landon, Supervisor of Writing, Binghamton, N. Y.  
J. A. Savage, Supervisor of Writing, Omaha, Nebr.  
Frank H. Arnold, Supervisor of Writing, Spokane, Wash.  
Dr. Frank N. Freeman, Prof. Educational Psychology, University of Chicago.  
C. C. Lister, Maxwell Training School for Teachers, Brooklyn.

A. G. Skeeles, Supervisor of Writing, Columbus, Ohio.  
Helen E. Cotton, Supervisor of Writing, Schenectady, N. Y.  
Adelaide Snow, Teacher, Riverside High School, Milwaukee.  
Harriett Graham, Supervisor of Writing, Springfield, O.  
A. M. Hinds, Supervisor of Writing, Louisville, Ky.  
Agnes E. Wetherow, formerly Representative of the Zaner-Bloser Company.  
Tom Sawyer, formerly Director of Writing in Indianapolis and Milwaukee.  
Dr. W. O. Doeschner, Prof. Psychology and Philosophy, Capital University, Columbus, Ohio.



## SCHEDULE AND COURSE OF STUDY FOR ZANERIAN SUMMER SCHOOL

July 5 to August 13. Students may enroll earlier to take additional work.

8:00 to 9:00—Practice of Teaching Penmanship.  
9:00 to 10:00—Business of Penmanship, Analysis and Theory.  
10:00 to 11:00—Methods of Teaching Penmanship.  
1:00 to 2:00—Blackboard Writing.  
2:00 to 3:00—Business Penmanship, Analysis and Theory.  
3:00 to 4:00—Psychology.  
4:00 to 4:30—Roundtable Discussion.

### PRACTICE OF TEACHING PENMANSHIP

This class is quite interesting and instructive. Drills are given with a two-fold purpose. One is improvement in executing a daisy, graceful handwriting, and the other is to give the pupils practice in teaching.

Model lessons are given and criticisms and suggestions are offered with the view of training pupils to present the subject in the most modern way.

Teachers receive many practical ideas and valuable suggestions in this class.

Many problems will be worked out in these classes. They are just the drills you need to put life into your writing and your teaching. You will find them interesting and a real help.

### BUSINESS PENMANSHIP, ANALYSIS AND THEORY

We inspect each pupil's work twice each day. Criticisms are offered and suggestions and instructions are given for improvement, and when needed fresh-from-the-pen copies are written, which give pupils the best working models and show them exactly how to proceed. Our method of instruction enables us to give each pupil the help which is best suited to him and his particular needs.

This personal interest in pupils is one of the things which has helped to make the Zanerian the unique school it is today. Students come to the Zanerian from all parts of the country to get our personal criticisms and instructions. They have been the means of developing America's finest penmen. "It is an inspiration to see the instructors dash off beautiful copies," is the common remark by students. Seeing work executed skillfully creates in students a desire to improve as nothing else will. A feature of the Zanerian Summer School is the personal, helpful interest shown by our teachers in every student.

### METHODS OF TEACHING PENMANSHIP

This is an intensely interesting and helpful class for teachers and supervisors. Discussions are given on Public School Penmanship for all grades, Normal, Rural and Private School Penmanship; Methods of Presentation; Writing Surveys; Grading Specimens According to Scales; Outlines; Large Writing for Small Children, and various timely problems of Arm Movement Writing and the new Correlated Handwriting.

### BLACKBOARD WRITING

The blackboard is one of the best tools and every teacher should be a good blackboard writer.

Instructions and drills are given, and pupils are encouraged to practice as much as possible on the board. The blackboard classes are an inspiration.

### PSYCHOLOGY

Psychology, five hours per week. A study of the fundamental principles of the subject including a consideration of the scientific and philosophical principles of mind, consciousness and behavior. The course will include a study of habituation, automatization and the motor factors in the psychology of handwriting.

NOTE: This course will be given in our school under the direction of Capital University, Columbus, Ohio. Two Semester Hours credit for the satisfactory completion of this course will be given by Capital University. This credit will be transferable.

PREREQUISITE: Graduation from first grade High School or its equivalent.

### ZANERIAN ROUND TABLE

Among the students in the Zanerian College are always many experienced and skillful teachers and supervisors. The opportunity of knowing and associating with them at the round table is one of the most valuable and enjoyable features of the Summer School.

A page from the new Zanerian Catalog. Write for free copy if you are interested in either residence or correspondence work in the Zanerian College of Penmanship, Columbus, Ohio.

# *An Improved Approach to* **Bookkeeping**

RATIONAL BOOKKEEPING AND ACCOUNTING introduces the subject of bookkeeping by means of an arithmetical treatment and logical correlation of (1) the fundamental accounting equation, (2) account construction and closing, and (3) statement preparation.

**The Fundamental Accounting Equation:** This is elaborated into a quantitative summary of assets, liabilities, and capital at the beginning of an accounting period and of increases and decreases in each of these three elements during the period. Horizontal addition and subtraction are required to calculate the amount of each asset and liability at the end of the period.

Vertical addition reveals total assets, total liabilities, and capital, both at the beginning and at the end of the period, as well as total increases and decreases in each during the period. When completed, the summary or formula provides a complete picture of the causes and effects of changes in assets, liabilities, and capital during an entire accounting period.

**Account Construction and Closing:** Using the same transactions that are summarized in the accounting equation, the student is next taken through a thorough drill in the construction and closing of asset, liability, and capital accounts. For purposes of gradation, only asset and proprietorship items are introduced at first. The quantitative summary required in the first step not only visualizes and motivates this drill in account construction and closing but also serves as a complete check on each account so constructed and closed.

**Statement Preparation:** From the account constructed in the second step statements are next prepared and the quantitative summary again serves as a complete check on them. For purposes of gradation, only the Balance Sheet is introduced at first but very soon the element of profit and loss is included and the preparation of a Statement of Profit and Loss is required.

A critical examination and thoughtful consideration of the method of approach and of the whole underlying teaching plan will convince you that an adoption of Rational Bookkeeping and Accounting will provide you with an indispensable tool in your bookkeeping classroom.

*Are you fully satisfied with the text you are now using? Are you convinced that it is the most efficient tool available for your own and your students' use? If not, you are cordially invited to examine RATIONAL BOOKKEEPING AND ACCOUNTING.*

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## New Times—New Ways

*Progress is inexorable. There is no standing still.*

The Gregg Normal Session will acquaint you with the most up-to-the-minute, result-producing methods of teaching Shorthand, Typewriting, Bookkeeping, Secretarial Duties, and related business subjects.

The twentieth annual Summer Normal Session of Gregg School will begin July 2 and close August 10, 1928. Plan to be in attendance. It will prove six happy weeks of inspiration and increased knowledge and skill.

It is not too early to write for information today.

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## STANDARD Typewriting Texts

### A Practical Course in Touch Typewriting

Published in three editions: Stiff paper cover, 120 page, \$1.00. Cloth cover, 120 pages, \$1.35. High School Edition, 208 pages, \$1.60.

By CHALES E. SMITH.

Adopted by the New York, Boston, Baltimore (Md.), Milwaukee (Wis.), Newark (N. J.), Trenton (N. J.), Boards of Education. Also by the California State Board of Education.

The Sixteenth edition, greatly enlarged and completely re-written, is more than an enlargement or a revision. It is a new book. The work is presented in the most instructive and teachable manner, and has won the commendation of the World's Greatest Typists and typewriting teachers everywhere. All world's typing records for both speed and accuracy are held by typists who studied from "A Practical Course in Touch Typewriting." It has justly been called the *typewriting method of the Champions*. A special edition of the complete volume has been issued, using the method of fingering in which "B" is struck with the left hand.

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Revised Edition including Regents' Tests. On cardboard, 50 cards, \$1.50 a set.

By LOUISE MCKEE.

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(1) To provide new material for the teaching of Transcription and Tabulation which the teacher knows has never been seen by the pupils.

(2) To furnish models for both of these types of work to be studied by the pupils after they have completed their work—models by which they can correct their own errors.

### Advance Typewriting and Office Training

New Enlarged Edition, 155 pages, 60c.

Practice book for advanced students. Teachers will find this book an excellent aid in preparing pupils not only for the Regent's Examinations, but for a better understanding of what a stenographer and typist should know in the business world. This work has been placed upon the Authorized List by the Board of Regents, Albany, N. Y., for use in all schools conducting commercial classes.

### High Speed in Typewriting

108 pages, cloth, \$1.25.

By A. M. KENNEDY and FRED JARRETT.

Adopted by the New York Board of Education, California State Board of Education, Pittsburg (Pa.) Board of Education, and Indiana State Normal School.

Complete in Fifty Lessons. Each lesson is divided into four exercises. The fourth exercise of each of the fifty lessons is graded in such a way that the operator commences the work at a speed of 4.7 strokes per second, or 50 words in the minute; and finishes the fiftieth lesson with a speed of 9.3 strokes per second, or 102 words a minute.

The use of "High Speed in Typewriting" will develop an unusual degree of typewriting skill.

## Isaac Pitman & Sons

2 West Forty-fifth St.,

New York City

# *THE - Business Educator*

Volume XXXIII

COLUMBUS, OHIO, FEBRUARY, 1928

No. VI

## THE IMPORTANCE OF PENMANSHIP

Handwriting will long remain one of the fundamental educational branches in our schools and colleges; and especially in the elementary schools, where Educational pupils' advancement depends to a considerable extent upon their written work. In fact, all through school from 1B to A.B. or LL.D., the one who can write freely, easily, legibly and rapidly has a great advantage over one who is handicapped with poor or slow penmanship. A good handwriting unmistakably is of great value and of much importance in the educational world.

But it need not analyze according to the standards set by the old time penman or copy books. If it is written with freedom and ease, is neat, and unmistakably plain in form it is good writing.

It is readily seen that in the business world it is also very necessary and of great importance to be able to write freely, legibly and rapidly. We believe all will admit that every person should at least learn to write his signature neatly, possibly with a touch of individuality, and in a way that leaves no doubt as to what each letter in it is; that is, it should be perfectly legible. Now the importance of being able to write one's signature is not questioned by anyone, because signatures are required in practically all kinds of business transactions; but to learn to write a signature requires a certain amount of penmanship study and training.

Writing machines relieve the drudgery when much written work is to be done. Yet one cannot have a machine with him at all times and it is therefore readily seen that to be unable to write with a pen or pencil would be a serious inconvenience and prove of no small loss financially. In fact, writing with pen or pencil is the best training for one preparing to properly dictate to a stenographer or to a dictation machine, just as the ability to figure with a pencil is the best possible preliminary training for one who intends

using an adding machine.

In the social world the importance of penmanship is also readily seen. How cold a social letter would seem if written on the typewriter, In the including the signature. Here Social is where individuality, the World characteristics of the personal touch of the writer, possibly counts most. The value of the numerous manuscripts written by the great personages in the various fields of endeavor in the past would be practically worthless if they were not hand written. In fact, it would be difficult to state in which sphere penmanship is of most importance—The Educational, The Business or The Social—for in the first and second it would be impossible to get along without it and in the third we believe no one would be willing to give up at least the personal signature to a social letter for a cold typewritten one.

It is stated that many good things must pass away, but at present handwriting has such a firm hold that no one can predict its passing. It should be better today than ever before, since machines relieve the strain of too much writing, and all should take sufficient pride to do the writing that is necessary in an efficient and effective manner.

## BEAUTY

The yearning for it, the desire to express and possess it, are some of the greatest civilizers of mankind. For who can make beautiful things and cultivate beauty in any of the various arts or in literature and not be ennobled by it?

All of us should endeavor to express or create beauty to the extent of our ability, some in one field and some in another.

He who fills a page with well arranged free, legible business script or figures, has created a beautiful page.

The beauty that can be expressed with the pen alone has as yet only been hinted. Think of the designs in engrossing, pen flourishing, fine penmanship and of the various kinds of pen drawings that can be executed if we but had the ability to do this work as it is bound to be done by others in the future.

When thinking of trying to make something beautiful we should not overlook the wonderful possibilities of the ready and willing good old steel pen.

## FAMILIARIZING PUPILS WITH THE HISTORY OF FAMOUS PENMEN

"In our Junior High School, only those pupils of average or low grade penmanship are obliged to study the subject. As you can imagine, interesting such a group is not an easy matter. I have formed a Penmanship Club where all those who are interested are learning lettering and an appreciation of good handwriting and famous writers. I am also planning to use the Business Educator to inspire my students to win more certificates later in the year."

The above is quoted from a letter received from Miss Evelyn E. Faulds, Supervisor of Penmanship in the Public Schools of Lexington, Mass.

Teachers can create interest in good handwriting by familiarizing pupils with the lives and work of America's best penmen. Penmen have had much to do with the development of commercial education in this country. Much material can be gathered from the Business Educator for such a project. The series, "Famous Letters by Famous Penmen," now running in the B. E. contains work from many of the finest penmen.

## COURTESY

"Courtesy is the one medium of exchange which is accepted at par by the best people of every country on the globe. It is sentiment cloaked in reasonable and businesslike expression—the embellishment that adds tone and harmony to matter-of-fact routine—the oil which lubricates the machinery of commercial good-fellowship and promotes the smooth running of the many units of an organization.

Courtesy radiates a spirit of good feeling that we are not working entirely for what we get out of work in a material way, but for the pleasure of polite transaction and friendly association as well. Life is not too short and we are never too busy to be courteous."

## THE BUSINESS EDUCATOR

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E. A. LUPFER - - - - - Managing Editor

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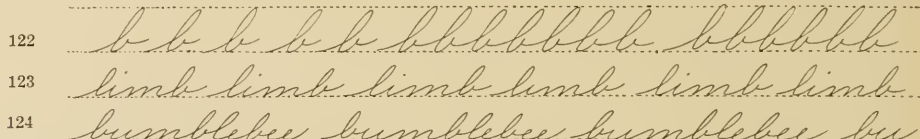
The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



# Lessons in Business Writing

By E. A. LUPFER, Columbus, Ohio

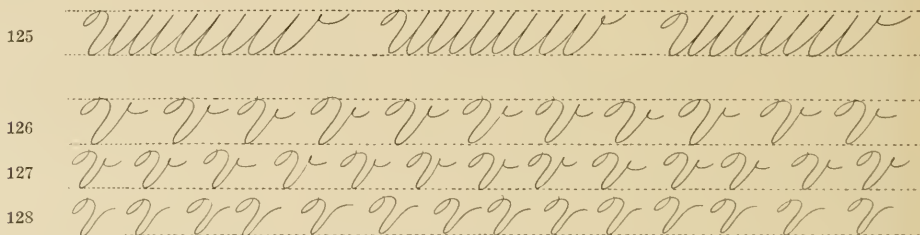
Send 15 cents in postage with specimens of your best work for criticism.



To the Teacher: Practice each lesson before class if only for a few minutes and you will secure better results.

Copy 122. Make the *b* same as the *l* except the finish which is like *v*. Avoid making it too wide at bottom. Be sure that *b* does not look like *li* or *le*. Check the motion on the retrace. Count: 1-2, finish.

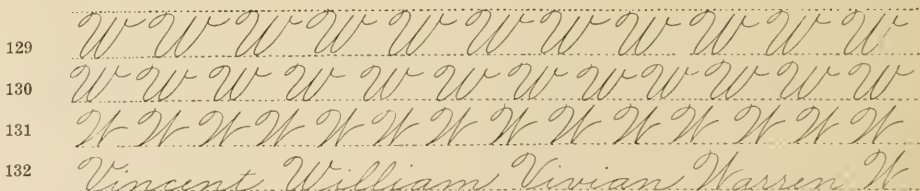
Copies 123-124. See what part of your work is weak by studying the copy; then drill on that part. If it is loops, you need more work on loops and loop exercises. Two important things to consider in writing are ease of execution and the ease with which your product can be read.



Copy 125. Every exercise should have a definite purpose. This exercise helps to round out the bottom turn. It also helps on the retrace. Count: loop-1-2-3-4-5-6-7-8, finish. The comma after 8 denotes a pause.

Copies 126-127. The *V* is about the same as small *v* except that it starts like capital *H*. It is very important that the letter be finished high or it will look like *U*. A common tendency is to make it too wide. See that the bottom is rounding.

Copy 128. Some like this finish on the *V*. One way of finishing a letter may be a little more beautiful than another, but the finishing stroke is not an essential and does not affect the reading qualities. Count: 1-2-3. Swing off freely with arm movement. Don't let the fingers "chew gum."



Copies 129-130. The beginning and ending strokes are the same as in *V*. The *W* also is much like *U*. Keep it narrow, free and graceful. Get two turns at the bottom, and a turn, angle and a retraced finish at the top. Keep the finish high. Count: 1-2-3-4, finish. Keep the down strokes on the same slant and avoid twisting the compound curve too much.

Copy 131. This style contains three angles. The beginning stroke is exactly the same as in *H*. The spaces in the letter should be uniform. Finish about two-thirds as high as first part. Count: 1-2-3-4.

Copy 132. Heads up, and shoulders back. Study the copy carefully and don't be afraid to do plenty of work.

Now is the time to work for a Penmanship Certificate. Write for illustrated circular showing various penmanship certificates and requirements to earn each.



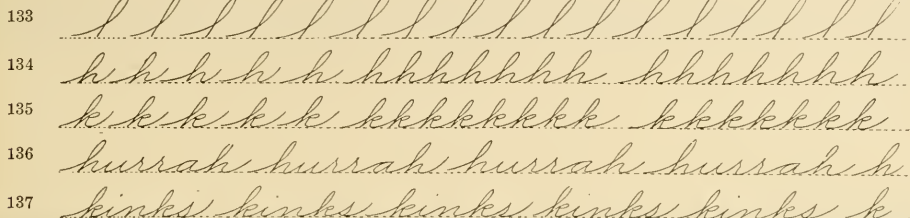


Copy 133. It is well to dissect letters and work on the parts. Curve the up stroke well and make the down stroke straight. Try it with the arm, but if you can make it easier and better by using a little finger movement, do so. Some are more successful one way than another. Much depends on the individual.

Copy 134. The h is a combination of l and n. Get the loop full, an angle at the bottom and two turns on the finishing part if you want to make a plain letter. Count: 1-2, 3-4 or 1, 2 giving a very slight pause at the angle.

Copy 135. The k and h are very similar; in fact, many k's resemble poor h's because the break in the back of the last part is not definite enough. In the k make the second part taller than minimum letters and close the little loop. Count: 1-2, 3, 4. Notice the pauses at the angles.

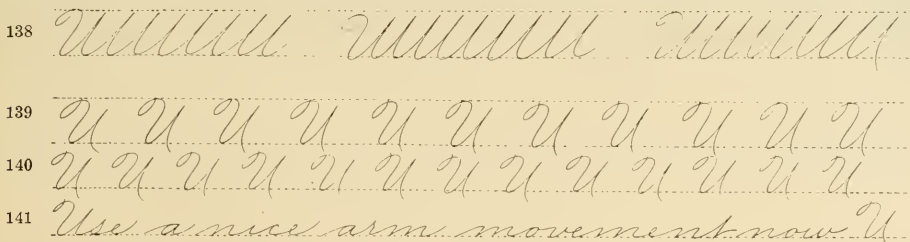
Copies 136-137. Shift the paper a number of times so that all down strokes can be pulled straight towards the center of the body, thus maintaining a uniform slant. Frequently review the things you are weakest in.



Copy 138. Get a nice, graceful loop. Review copies 92 and 93. Be sure that the angles at the top are sharp and the turns at the bottom rounding. Keep the exercise rather compact. Count: loop-1-2-3-4-5-6-7-8.

Copies 139-140. Make the U as fast as you made the exercise. Cure the last part gracefully to the right. The U begins like M and N and ends like A. Count: 1-2-3 or loop-down-finish.

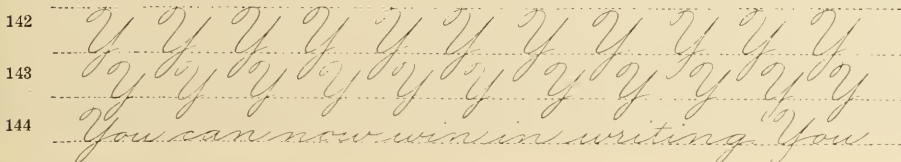
Copy 141. Are you in the correct position? You can not get a good movement unless you are. See how easily you can learn to write this sentence. Pay special attention to turns and angles. Study the v in movement.



Copies 142-143. The Y begins like U and finishes like j. Bring the second part up high and don't let it get too far from the first part. Count: 1-2-3-4. No finger movement is advisable on capitals.

Copy 144. Study the w's. Study each word separately before writing the sentence.

Review copies given in previous lessons. Back numbers containing all lessons so far published can be secured.





## SUPPLEMENTARY COPIES for PENMANSHIP PRACTICE

Copies were written by Francis B. Courtney, Detroit, Mich. Instructions were written in the office of the B. E.

### INTRODUCTION

The copies and instructions in this course were prepared with the view of stimulating interest in good writing, to present pupils with accurate inspiring copies, and to help pupils rightly estimate the value of good penmanship. In connection with these copies pupils should study and practice on the lessons in business writing now appearing in this magazine and which were begun in the October issue. You can still secure back numbers containing all the lessons of that course.

Spend a few minutes each day on improving your penmanship.

*The ability to write a good business hand is a recommendation in every office, and a common passport to commercial success.*

Good penmanship is a recommendation, not alone because it is good in itself, but because its by-products or qualities—application, neatness, perseverance, system, attention to details, etc., one or all invariably accompany it. Business men have noted this fact and therefore consider a good hand a guarantee of other desirable qualities. The thinking, the writing, the engraving, the printing, and the distributing of these little, skillful, graceful, truthful sermonettes have cost no small amount of money. They were gotten out for your benefit, and for the general good and improvement of penmanship. Opportunity, it is said, knocks at every one's door once. This is your opportunity to recognize the importance and need of better penmanship. Will you pass it by, or take advantage of it? In the language of the day, "It is up to you."

*There is no subject in the whole curricula of the schools so valuable in proportion to its cost as a good handwriting.*

And there is no other so little or poorly taught as writing in our public and high schools, colleges and universities. After all, reading, writing, and arithmetic are the things which should be taught more thoroughly than any other studies. Spelling, too, is essential, as good penmanship makes bad spelling conspicuous. Writing is not secondary to any other, and should not receive secondary attention. Less written work in the public schools and more teaching of writing should be our war cry.

The business world lies after young men and women who are masters of their chosen lines. The value of your education is measured by what you are able to do with it.

Masters of *some one thing* are in demand; not "jack of all trades and masters of none." People who can do something well are educated more practically than are those who know a little of everything and who are unable to do much of anything. Education nowadays means able to do, as well as able to know. Knowledge applied is true worth. Head and hand co-operation accomplishes that which is impossible by either alone. Writing is a mental and manual art, therefore doubly valuable and desirable.

Hundreds of young men are in offices where their poor penmanship keeps them from advancement.

These same young men wonder "why" others get the plums they have been desirous of picking without seriously questioning their own abilities, either mental or physical, and endeavoring thereby to find the real reason. Poor penmanship itself is not alone in the way, but it stands sponsor for other weaknesses as well, such as carelessness, inattention to details, lack or loss of nerve (not sand), inability to concentrate mind and muscle to the task at hand, and other evils or neutralizing forces which defeat progress and plum getting. Get a good handwriting and advancement will follow. Try it and see.

The two greatest inventions of the human mind are writing and money; the common language of intelligence and the common language of self-interest.

Writing and money are two mighty factors in modern civilization. Newspapers give great headlines to the latter, and people misinterpret its true value. The former is rarely mentioned, but it is used to chronicle the world's events, to measure its forces, and to compute its wealth. The time is past when one may succeed without the former, and the time is near at hand when one must write well to succeed well. The great mass of humanity strives too much for the one and too little for the other. Do you see the point—grasp the situation?



*Success doesn't come on wings of doubt. It comes to the man who pushes it aside, asks no why's, and puts purpose and push together.*

Positive, not negative, qualities force things to the front. Winsome, not whinesome, characteristics characterize those who achieve things. Put more *push* in your writing, and less doubt in your ability to learn, and you will have half acquired the art of writing well. Hesitation defeats when confidence achieves. Writing is an acquired rather than a natural art. Therefore work with a vim and lines will strengthen and pulsate with gracefulness. See those above.

**PRIZE WINNING SPECIMENS IN THE NATIONAL ASSOCIATION OF PENMANSHIP  
SUPERVISOR'S CONTEST — Philadelphia — April 27th, 28th, 29, 1927**

Specimen written by Miss Mary Smoleroff, Newark, New Jersey. Second Prize.

*Four score and seven years a  
go our fathers brought forth upon  
this continent a new nation, con-  
ceived in liberty and dedicated to*

Specimen written by Miss Lena Rizzolo, Newark, New Jersey. Third Prize.

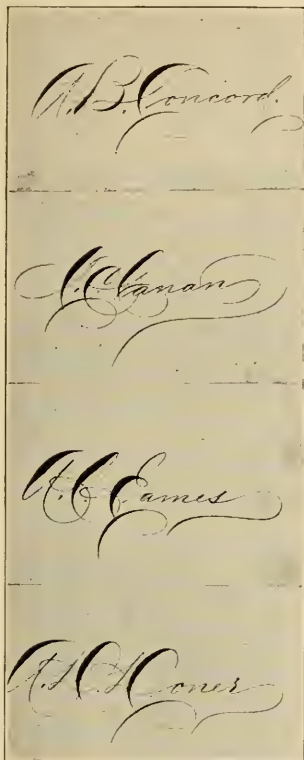
*"Four score and seven years ago our  
fathers brought forth upon this con-  
tinent, a new nation, conceived in  
liberty and dedicated to the proposi-  
tion that all men are created equal."*

Contest No. 5—FOR MEMBERS—Specimen written by Mrs. Emma G. Myers, Bridgeton, New Jersey. First Prize.

*"Four score and seven years ago  
our fathers brought forth upon  
this continent a new nation,  
conceived in liberty and dedi-*

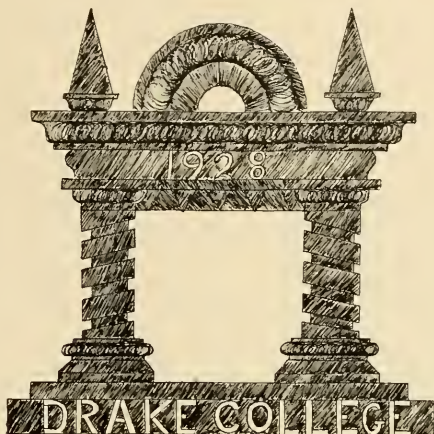


# Students' Page



The above cards were written by F. J. Smith, 10 Parker St., Holyoke, Mass.

Mr. Smith is a graduate of New York University School of Accounts and Finance and has taken post graduate course in the College of the City of New York and in Columbia University. Previous to that he attended the College of Pennsylvania. At the present time he is an accountant. Mr. Smith not only enjoys penmanship, but finds it a help in his accounting work.



This movement exercise design was prepared by Madge Longbottom, a student in Drake College, Perth Amboy, N. J.  
Mrs. Viola Beatty Tice, Penmanship teacher.

*Arithmetic*

*I. Rules*

- a. Make as many decimal places in the dividend as there are in the divisor before you divide.
- b. Add together the number of decimal places in the quotient and the number of decimal places in the divisor, and the sum must equal the number of decimal places in the dividend.

|                                                                                                                                                                                          |                                                                                                                                                                                                                               |                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>I.</i></p> $\begin{array}{r} 960. \\ 1.05 \overline{) 100.00} \\ \underline{945} \phantom{00} \\ 105 \phantom{00} \\ \underline{105} \phantom{00} \\ 185 \phantom{00} \end{array}$ | <p><i>II.</i></p> $\begin{array}{r} 7287 \\ 77.6 \overline{) 5587.00} \\ \underline{5426} \phantom{00} \\ 1612 \phantom{00} \\ \underline{1552} \phantom{00} \\ 600 \phantom{00} \\ \underline{574} \phantom{00} \end{array}$ | <p><i>III.</i></p> $\begin{array}{r} 3444 \\ 394 \overline{) 1358.400} \\ \underline{382} \phantom{00} \\ 564 \phantom{00} \\ \underline{564} \phantom{00} \end{array}$ |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The above was written by Miss Felishe Saroberry, an eighth grade pupil in Washington School, Bakersfield, Calif. This work was taken from an 80-page regular class notebook which was filled with problems of arithmetic, arithmetical rules and drawings, all equal to this reproduction. The work was therefore prepared with no thought of having it engraved. Her teacher in arithmetic, Miss Myrtle Weaver, states that the arithmetic is as good as the writing.

Miss Joyce Massey has been her writing teacher for the past two years and Miss Neva C. Fessenden is Supervisor of Handwriting in the Bakersfield Schools. Miss Saroberry's work plainly tells the story of her previous good instruction.

It is a positive delight to receive a notebook like it, for the results it shows approach our ideal objectives in this work. Turn where you will in the book, the work is neat, perfectly legible, and shows that it was written rapidly. Miss Saroberry writes a somewhat smaller hand than most persons write, but considering that she maintains a high degree of legibility, no criticism can be offered as regards its size. In fact, if one can write a small hand and maintain legibility such as she maintains, it is to be preferred to a larger hand.

We congratulate Miss Saroberry, her teachers, and her supervisor on the results shown.

Send work in black ink for the Students' Page.



*This is a specimen of my plain  
business penmanship while a student  
in the Grand Island Business College  
and striving for a Business School  
Certificate*

*Alyce Vetter*

The above easy graceful specimen of business writing was written by Alyce Vetter, a student in the Grand Island, Nebr., Business College, A. L. Dunn, President. We have had the pleasure of becoming well acquainted with the penmanship teacher of that institution, Mr. McDonough, for he spent about a year in the Zanerian College of Penmanship.

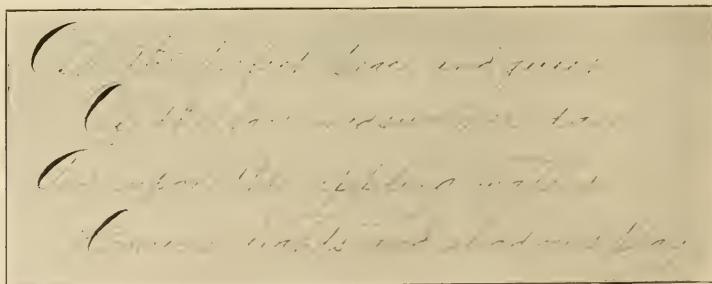
*Christine Wright*      *Neva Freeman*

~~~~~ *Maxine Rittenhouse* ~~~~~

*Mary Bowyer*      *Clverta Harris*

Here we have signatures of Junior High School pupils of Mannington, W. Va. They are better signatures than the average Junior High School student writes.

Miss Gertrude Burge, who sent us the signatures, is a very enthusiastic supervisor and teacher of handwriting. When she attended the Zanerian Summer School last year she brought a number of other teachers with her. In fact there were seven teachers from West Virginia at the Zanerian last summer specializing in handwriting.



The above was written by Shigehiro J. Gotch in far away Toki-cho-Tokigun, Gifu, Japan. The entire package of specimens which we received from him was equally as well written. He is headed for the top in penmanship.





## Report of The National Commercial Teachers' Federation

The 30th annual convention of the National Commercial Teachers' Federation held in the Hotel Baltimore, Kansas City, Missouri, Dec. 28-29-30, 1927, proved to be one of the largest, from the standpoints of membership and attendance, and one of the most successful, from the standpoints of social and educational value, the Federation has ever held. A total of 764 members were enrolled of whom 350 paid their membership dues in advance of the convention. Of the 764 members, 583 were in attendance at the convention. Forty-one states were represented. Missouri led in the number of members enrolled, with 136, but Kansas was first in the number of members present, with 114.

It was truly a meeting of the east and the west, the north and the south. Kansas City lived up to its slogan, "The Heart of America, The City That Welcomes the Visitor." The Association of Commerce cooperated in every way possible in making the convention at Kansas City a genuine success.

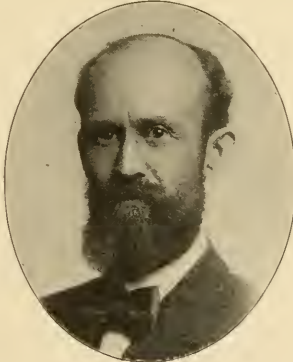
The officers of the Federation and of the departments and round tables together with the local committee arranged some of the strongest programs of social and educational content which have even been prepared by any previous set of officers and committees. The general program included addresses from many prominent business and professional men and women of the country. A full report of these addresses will be published later. The department programs proved to be most interesting and instructive. The session rooms were crowded at each meeting. The Round Table programs were full of thought provoking problems which created lively and valuable discussion.

The Federation took action on several items of importance indicating growth and progress. In the regular session of the Federation, they authorized the publication of a quarterly bulletin to carry its proceedings and news to the members. From the above figures it will be noted that approximately one-sixth of the members find it impossible to attend the sessions. This bulletin will reach these members as well as others who care to review and preserve the excellent addresses delivered at the sessions. This bulletin will reach them, and is designated also to serve many more commercial educators who may become interested if it is known they can keep in touch with the new things

in commercial education through such a bulletin.

The whole meeting seemed to be permeated with the idea of research and service in the field of education. Through the acceptance of the generous offer of Mr. Willard J. Wheeler of a prize of \$50.00 to the person doing the most effective piece of research work during the year, the Federation has indicated its desire to serve in a very definite manner.

The executive committee received invitations from many cities to entertain the 1928 annual convention. After carefully considering the many invitations, the committee voted to hold the 1928 convention in Detroit, Michigan. The exact days were not fixed, but the meeting will be held as usual during the last week in December. The new officers and committees are planning to make the 1928 convention even larger and more successful than the 1927 convention. The following is a list of the new officers for the ensuing year:



CHARLES T. SMITH  
Kansas City Business College, the  
New President of the N.C.T.F.

### Officers of the Federation Departments and Round Tables For 1928

#### Federation Officers

Chas. T. Smith, President  
Kansas City Business College, Kansas City, Mo.  
J. Walter Ross, First Vice President  
South Hills High School, Pittsburgh, Pa.  
Nettie Huff, Second Vice President

Huff's School of Expert Business, Kansas City, Mo.

Charles A. Faust, Treasurer  
1024 N. Robey Street, Chicago, Illinois.

C. M. Yoder, Secretary  
State Teachers College, Whitewater, Wisconsin.

Public Schools Department  
Lloyd L. Jones, President  
Bureau of Child Accounting and Statistics, Board of Education, Cleveland, Ohio.

E. O. Zelliott, Vice President  
Roosevelt High School, Des Moines, Iowa.

Elizabeth Smellage, Secretary  
Brown High School, Dallas, Texas.

Private Schools Department  
Mr. S. J. Shook, President  
Topeka Business College, Topeka, Kansas.

Miss Cunningham, Vice President  
Huntington, West Virginia.

Anne Durbin, Secretary  
Brown's Business College, Decatur, Illinois, 1295 West Main Street.  
Shorthand-Typewriting Round Table  
C. A. McKinney, Chairman  
Winfield High School, Winfield, Kansas.

W. C. Maxwell, Vice Chairman  
Champaign High School, Champaign, Illinois.

Miss Laura Hubbell, Secretary  
South High School, Omaha, Neb.

Business Round Table  
C. D. Moore, Chairman  
Langley High School, Pittsburgh, Pa.

Florence Wingert, Vice Chairman  
East Side High School, Kansas City, Kansas.

Adelaide Hakes, Secretary  
Gregg School, Chicago, Illinois.

Penmanship Round Table  
R. R. Reed, Chairman  
Ferris Institute, Big Rapids, Michigan.

M. E. Tennis, Secretary  
Illinois Business College, Chicago, Illinois.

College Instructors' Round Table  
Catherine F. Nulty, Chairman  
University of Vermont, Burlington, Vermont.

Gertrude Bers, Vice Chairman  
University of Nebraska, Lincoln, Nebraska.

Jane E. Clem, Secretary  
State Teachers College, Whitewater, Wisconsin.

Have your pupils work on the two courses in business writing in the B.E. and see the results.



## Supplementary Business Writing

By C. C. LISTER, Maxwell Training School for Teachers, New York City

"Your mind is a live storehouse of negative forces, ready at an instant's notice to connect with the positive forces of your world life! And the more interest you absorb as you work, as you read, and as you see, in just that proportion do you grow and yourself become more interesting.

What interests you? Likely as not the things that interest everybody else. But only in proportion as you are able to draw out newer and better interests than the common run of the careless are you able to walk with a sure tread and with an outlook full-visioned and bereft of all care." L. 37.

Frank Clark Park Trammel

M. A. Sheats W. D. Sales

E. P. Blanton Duncan V. Fletcher

Simple signatures for the beginners in ornate to imitate. Study proportion and shapes of letters.



## MENTAL MEANDERINGS

By CARL MARSHALL, Route 1, Box 32, Tujunga, Calif.

The past century has known three outstanding figures in the cause of good writing,—Platt R. Spencer,

Charles Paxton Zaner, and Austin An Appreciation N. Palmer. There have been other great penmen, of course, but measured by their influence on the penmanship of their generation, there will be few to dispute the supremacy of these great names. Even were I competent to the task, I should not feel like making the sudden passing of Mr. Palmer



the occasion for any comparison of the professional merits of these great leaders. What I would do, is to offer some intimate personal impressions of the interesting man who has left us, gathered during my nearly thirty years of association with him.

Mr. Palmer's career from boyhood up is an interesting story, even to those who might not care particularly about his achievements as a penman and teacher. And the story carries in it a fine lesson for every youth of character who would learn the value of steady, tireless and enthusiastic devotion to a working ideal. It is the story of a life, dedicated with unchanging persistence to a single earnest purpose. Such lives have a high value, quite apart from the relative importance of the purpose itself.

Some time ago I had occasion in a reminiscent Meandering to refer to a rather picturesque but important penman and school-man named G. A. Gaskell, who, back in the seventies, held forth at Concord, New Hampshire. This fine penman and teacher became known to practically every teacher of writing in the country, and to many students of writing, as well, through the dissemination of an outfit of beautifully written copies, with an accompanying Manual of Instructions, which the author called "Gaskell's Compendium," and which he advertised widely through the "Youth's Companion," and other popular periodicals. At that time, I was an enthusiastic young Kansas public school teacher, and I got hold of one of these "Compendiums", and at once became a devoted disciple of Mr. Gaskell, and his method. I promptly "junked" the old-time copy-books I had been using, and for a number of succeeding years, used the "Compendiums" exclusively in my work.

Well, to this Concord school of Mr. Gaskell, about that time, came Austin Palmer, a bright-faced, canny Yankee

boy, with a burning ambition to be a penman. Probably the boy was not over-endowed with this world's goods. At any rate, he found it convenient to pay his thrifty way through the school as Mr. Gaskell's janitor and chore boy. He appears to have been a good and steady student, leaving the school, not only a good penman, but deeply bitten with Gaskell's own enthusiasm in the cause of good writing. Later on, I do not remember just when, he became the penmanship teacher in the late Samuel A. Goodyear's business school at Cedar Rapids, Iowa. Here, young Palmer held his own so well, that later, when Mr. Goodyear embarked in the business of publishing commercial school books in Chicago, the young writing master was enabled to purchase the school at Cedar Rapids, and conduct it thereafter, as his own enterprise.

When I came east in 1895, to take my place in the ranks with the late Charles Ellis, author and publisher, at Battle Creek, Mich., I began meeting at the conventions, the popular young penman of Cedar Rapids. He was already publishing his "Western Penman", but I think, was not yet publishing penmanship texts. I found him, from the start, an interesting fellow and we became good friends. In 1900, my good friend and co-worker, Charley Ellis, having passed away, I severed my connection with the Ellis Company, and formed a co-partnership with Mr. Goodyear, Mr. Palmer, and T. S. Metcalf, (a Cedar Rapids printer), under the name of the "Goodyear-Marshall Publishing Company." Until the retirement of Mr. Palmer, from this company some two years later, to give himself wholly to his penmanship publications I was in almost daily association with him, and thereafter, for several years, was a regular contributor to his monthly, the name of which had been changed to the "American Penman."

I soon found that Mr. Palmer was a most unusual man, with a number of diverging, but vivid and outstanding personal characteristics. He had a keenly alert, and quickly absorbent mind, learning little from books, but much from men and observation. No student in the ordinary sense, he leaped rather than plodded, but looked where he leaped and made few mistakes. He was a ready and accurate judge of men, and had a keen nose for efficiency and loyalty in choosing his lieutenants. He was thrifty and acquisitive, as are most Yankees, and drove good bargains, but was personally generous, and with no hint of the miser in him. He was no puritan, but clean-minded as a child, and without

the least tendency to be a sport or a bouncer, which was more than could be said of some others in our ranks in those days. I recall that once, during one one of our Chicago meetings, a select squad of prurient-minded ones made up a party to go on an observation tour by night down among the slums of South Clark Street. That was during the mayorality regime of the elder Carter Harrison, and things were about as vile and "open" in that plague-spot of vice as they well could be. The next day, W. N. Ferris, C. P. Zaner, Mr. Palmer and I were lunching together, and I think that L. L. Williams of Rochester, was also present. It transpired that none of us had been invited to join the night party. I felt rather proud of the company I was in.

I shall probably meet with some disagreement, when I go on record here with the opinion that Mr. Palmer was, fundamentally, an artist. I do not mean, of course, that he was a creative artist, in the sense of artistic accomplishment. He never aspired, or even cared to be a "pen artist", and none would think of ranking him as a penman, with men like Zaner, or Madaraz, or Courtney, or Spencer. But there are many men in this world who are artists at heart, though they may never have wielded a brush or drawn a line. It is not technical accomplishment, but a deep and abiding sense of the beautiful, whether in nature or art, that makes the real artist. It was instinctive with Mr. Palmer to like and enjoy with the enthusiasm of a child, the things that are fit and charming in form and color. It was this in him that, as a boy, drew him to Mr. Gaskell's beautiful writing. It was shown in his instinctive good taste in respect to every material thing about him, whether it might be the arrangements of a dinner-table, the correct details of his wardrobe, or the appointments of a school room or a business office. I once visited him shortly after he had bought his new home in Pasadena. I found him deeply absorbed in rearranging the shrubbery, and other features of the place in order to bring them into harmony with his sense of artistic fitness. At first, I thought that Mr. Palmer's penchant for "nice things" in the way of dress, was inspired by a mere love of display, but I soon found that this was not it at all. He basked in the genial and artistic sense of having nice things about him for their own sake, and quite regardless of what other people might think about them.

Mr. Palmer liked to talk about his accomplishments and his material possessions, but he did it with the naive enjoyment of a child, although, to those who did not know him, it often seemed snobbishness. As a matter of fact, there was nothing whatever of the snob in him. He did not know how to "freeze" inferiors, which is the unmistakable ear-mark of a snob, but

(Continued on Page 18)





## PUPPY LOVE

By C. R. McCANN,  
McCann School of Business  
Hazleton, Penna.

"Come on and have one on me, I'm just after celebratin' fer me daughter Mary has a little lady at me house," spoke up Jigger in the little speak-easy at it was known in those days. "Sure and I will," came the quick retort from each of the 'guests' assembled in the little shack run by Widow Hogan whose husband had been killed several years before by a fall of top rock. She was trying to make ends meet and the distillers dropped a few gallons of their good "liker" and her friends came and sat around the old stove and had a "wee nip now and then." The authorities knew of her place but nothing was ever said or done by them because the coal company owned the authorities and Mrs. Hogan behaved herself better than a great many who had license to sell spirituous liquors. Very seldom did anyone ever leave her home "worse for the wear" because she was a woman of few words and usually the men knew when she said NO MORE—they knew she meant what she said—and she needed the money worse than several saloon keepers who had pianos, diamonds and jewelry for their wives. If all saloon keepers would have run their business as Widow Hogan ran her speak-easy, little harm might have been done. But then what would the bootlegger have done to make his pile today if everybody had tried to be honest and not try to "hog the works."

Jigger was proud as a peacock and his chest was swelling at each drink. Even Widow Hogan "took one" on the new arrival which was against her usual wish but this was the first time Jigger had been a grandfather and as grandfathers are not made every day, it was right and fitting that proper ceremonies should take place as was the custom in the "ould cuntry."

Everything went along swimmingly until some one asked Jigger if he had seen his son-in-law lately and then he lost his temper completely. This was just what was wanted by the different fellows—to get Jigger going and have some fun at his expense.

"No, and I don't want to see him either," came the quick as well as heated reply from Jigger.

"How would you feel, if you were in his boots and you were his son-in-law," laconically asked Dennis Brogan.

The crowd laughed at this question in order to get Jigger going for he was a terror when he lost his temper and especially so when he had a few "under his belt."

"I'll break every bone in his body," was all he would say.

Widow Hogan "smelled a rat" that a fight would be brewing if it kept up much longer and she pulled down the curtain which meant that she addressed them in this manner:

"Ye can all go home now because there is work at the mines tomorrow and if ye stay here much longer some of ye will not be able to get up in the mornin' and then ye will be blamin' me and then I'll get chased and what will ye do without Widow Hogan's speakeasy?"

And they all knew she meant every word she said because she was able to back up her arguments with a healthy clout over the head and she was known to have held her own with several men who got fresh.

It had been a rather strenuous day for Jigger as he "wound himself over the lea" but with the help of his friends he was able to navigate over the rough sea. He did not cause any trouble at the house as he knew he must get up in the morning and his wife never called more than once—especially if he had been out a little late the night before.

"I came to see my wife and little daughter," spoke Bob at the door the next morning, "and I wish Jigger would be a little easy on me," he continued rather dolefully.

"He said that you should never step a foot on his doorstep again and you know what he means when he says that," came the reply from his mother-in-law who had a mother's heart and knew how badly Bob wanted to see his little baby.

Jigger was reading the evening paper and heard Bob's voice or at least he thought he recognized the voice.

"Didn't I tell ye I would break every bone in yer body if ye ever came around her again?" interrupted Jigger at this point as he looked out the door over his wife's head.

At this point Bob turned away rapidly because he knew from experience that Jigger carried a healthy clout in each fist and he wasn't afraid to use the fists either. His heart was broken for he loved his wife dearly and tears were streaming down his cheeks when he thought of the new baby that was his and could not see. No one will ever know what went thru his mind, only Bob and his God above him but it was the turning point in his life.

"Well, have you seen your baby yet?" spoke up the crowd as Bob entered a saloon after leaving Jigger's home.

Bob went on to reiterate what had taken place to which the crowd laughed and said that if Jigger was their father-in-law, they would show him who was boss especially if a little baby had come to greet them.

"It's all right to talk but go and do it," came the answer from Bob.

In a short time they all had quite a few drinks which came fast and

furious and Bob seemed the "Worse for the wear".

In due time Mary was up and around and as usual some of the neighbors were anxious to tell her all they knew about her father refusing Bob's admittance to the house while she was in bed. How Bob had wanted to see the baby and how he had started to drink and had drifted away, telling those about him that he would never come back again.

This got Mary's Irish temper aroused and she wanted to get the gossip straight.

"Dad, is it true that you refused Bob to come in the house while I was sick in bed?" asked Mary.

"Sure, and I told him I would break every bone in his body if he ever came around here again," came the reply from the irate father.

This broke Mary's heart and she got into a careless, haphazard way of doing things in life and the bulldog personality of the father was the means of ruining two lives as we shall see later on in the story.

(To Be Continued)

## MENTAL MEANDERINGS

(Continued from Page 17)

was always kindly and democratic to everybody about him, from the janitor up. He could put up a good fight for his convictions, and could be resentful, and mildly vindictive, where he thought wrong had been done him, but there was not a taint of cruelty in him, and he was physically gentle, almost to the point of effeminacy. I never knew him to display anger or be threatening or violent, no matter what the provocation. When imposed on, he was more likely to register sadness than indignation. His sense of fitness never allowed him to forget that he was a gentleman.

Such, I think, is a just estimate of the qualities that marked this interesting co-worker who has left us suddenly, and who was known to so many of us for such a length of years. He led a blameless life, as men's lives go, and through his useful work, left the world better than he found it. He was a very human man, and unique in many ways. It will be many moons before we shall look upon his like again.

Mr. T. M. Watson of Providence is a new commercial teacher in the High School at Leominster, Mass.

Mrs. Fritz Heil of Amsterdam, N. Y., has recently been elected to teach commercial subjects in the Gloversville, N. Y., High School.

Mr. Ralph Goss of Montague, Mass., is a new commercial teacher in the Nicholas County High School, Summersville, W. Va.

Miss Lydia M. Landis, recently of the Lebanon, Pa., High School, is now teaching in the Westmont-Upper Yoder High School, Johnstown, Pa.



## Aims and Possibilities of The N. A. P. T. S.

By F. J. Duffy, Supervisor of Handwriting, Duluth, Minn.

The fable of the bundle of sticks is often employed to drive home the advantage of united effort as contrasted with the weakness of dissociated endeavor.

Taken singly, the fagots were easily snapped asunder; but when the several pieces were gathered into one compact group, they resisted the greatest efforts put forth to break them. By this object lesson the dying father sought to teach his sons that by standing together they would be invulnerable against all attempts to create disaffection among them.

However, were each to go his own way, indifferent to the fate of his kinsmen, all would easily fall prey to the wiles of designing persons; and the small patrimony, accumulated by dint of great toil and sacrifice, would soon be dissipated.

We might apply this fable of the sticks to our own profession, considering the benefits which accrue from an organization comprising practically every penmanship teacher and supervisor, with conditions prevalent where no such comprehensive association is in existence.

It is quite natural for a person to regard his wage-earning position as the object of his most serious attention, and the sphere of his greatest achievement. Such an attitude is imperative and entirely creditable; but to stop here is to fail to fulfill the highest obligation to one's profession, and to deprive oneself of opportunities to render valuable services to one's fellow workers, at the same time receiving inestimable help and encouragement in turn.

In all ages there have lived those who have insisted upon the right to work out their own destinies, oblivious to the fate that might befall those appearing contemporaneously with them in life's great arena. Happily, the outstanding personages in all history have not included many such selfish characters.

The events that have determined the progress of the world, changing it from a place of almost impossible living conditions to the present marvelous theater of human activity, owe their origin to the supreme efforts of myriad numbers, working in concert for the amelioration of evils to which the human race has been exposed.

The stricture has been laid upon specialists as a class that they know or care comparatively little about matters beyond the limits of their own particular calling. That they are inclined to neglect opportunities to exchange ideas with workers in other subjects, content to revolve in their own narrow orbits, complacently

unconcerned as to the investigations and discoveries being made in other fields. Such a state of mind is subversive of the highest service which a person can render, and proves a barrier to the widest publicity which should be accorded the professional achievements of the best authorities in any subject.

The unity that ought to characterize all educational effort should never be lost sight of by those engaged in the various departments of instruction. Beyond the limits of our own particular activities, we should view our contribution to the development of the child's latent abilities as an essential part of the entire scheme of cultural growth, a contribution which has value only as it works in harmony with the labors of others likewise employed.

Granted that our theories are in accord with the accepted tenets of current educational practice, there must be more than sporadic, isolated attempts to make effective what we believe to be right. Here is where a strong organization, comprising virtually the total number of those engaged in any one profession, performs an office impossible for the members to accomplish separately.

We are all necessary to the establishment of such a body, fellow-workers. We must affiliate with the Association, we must follow its development, and must contribute the best of which we are capable in order to render it a forceful agent for the promulgation of correct views concerning our own subject.

Participation in the activities of a live organization proves a decided benefit to one. The necessity of defining one's views in terms that admit of no confusion or misinterpretation is excellent discipline. It leads to clearer thinking, more orderly presentation of one's views, and a deeper insight into the technical details of one's craft.

Instead of shunning opportunities to be heard on any issue, we should welcome such occasions; for the experience we undergo in selecting from our stock of ideas those which most fully express what we wish to convey, gives us a degree of versatility and confidence not possible of acquisition by any less vigorous means.

The knowledge which years of experience have given supervisors and special teachers of penmanship should prove adequate to enable them to formulate the most feasible and successful methods of teaching the subject.

The ill-advised remarks of some uninformed person have often been re-

peated until the quotation has been given prominence out of all proportion to the standing of the author, or the significance of the statement. It is easier to echo the sentiments of someone else than to take the trouble to think out one's own opinions concerning any topic.

It is one function of an organization created with a view of furthering the interests of its founders to combat expressions and propaganda inimical to the profession which they represent. It is an additional obligation to adduce all available evidence showing the validity of such profession, in a manner which will carry conviction.

The possibilities of the N. A. P. T. S. have been barely demonstrated as yet. Just enough has been accomplished to indicate what may be done by continuing the rate of progress made during the past year. Let us not be too easily satisfied. Let not the encouraging reports given out at the Philadelphia convention hull us into a false sense of well being.

The estimate which "outsiders" place upon our work will be no greater than the value at which teachers and supervisors themselves appraise it. We must persuade the world of the genuineness of our convictions concerning the importance of good penmanship, omitting no opportunity to raise our voices in its behalf.

The example of other zealous members will prove infectious; the desire to add your bit in elevating our profession to a higher level will take root; and before you realize the fact, you will be eager to emulate the example of the most ardent members in their efforts to secure the largest returns from our calling. Wherefore, do not hesitate to join the N. A. P. T. S. By so doing you signify your approval of what the organization is trying to achieve, thus giving encouragement to those already enlisted to carry on.

The present is a time of great activity in educational circles. The eligibility of current methods and subject matter is being considered carefully to discover what may be rejected, what may be added. In the zeal for elimination of all material held obsolete, some essential things may also be included in the matter discarded.

It is necessary to safeguard the interests of our own subject, to see that too great inroads are not made by educational iconoclasts. Some assaults have already been launched, and if we allow these to go unchallenged, it will be assumed that the attacks were justifiable, and more will follow.

The need for a strong, efficient organization in our ranks was never more imperative than now. We are strong enough numerically to conserve the interests of our subject, if



we take proper measures. Disorganized strength, however, will never answer. We must unite, presenting a solid front to meet whatever issues may arise.

If the membership last year increased from two hundred to eight hundred, or four fold, there is no reason why at least a two-fold growth should not be made, giving us sixteen hundred registered members by the time of the next convention.

This will necessitate the best exertions of every one enlisted under the penmanship association banner, vigorous, continuous effort from now until the later part of April. Are you willing to do this? Do you regard your occupation highly enough to make the sacrifice asked in the name of higher professional standards and accomplishments?

Then to the work, all true champions of good handwriting! Bend your energies right manfully to the task, and let the results show with what degree of zeal you have labored. When the roll is called next spring at Oak Park, let there be a response which will waken the echoes of the assembly hall, proclaiming in no uncertain tones the earnestness of our purpose and the loftiness of our ideals.

#### NATIONAL ASSOCIATION OF PENMANSHIP TEACHERS AND SUPERVISORS

Arthur G. Skeeles, Secretary  
Columbus, Ohio

"How about members?"

Well, when this was written, January 10, 1928, membership cards had been issued to only 60 persons for

1928. This is fewer than were members at this time last year. But the campaign for members is being handled differently this year, and reports are coming to the Secretary more slowly. To offset this, the teachers of each state will be canvassed more thoroughly than was possible last year. The final result should be far ahead of that of last year.

Several states have already done well. South Carolina, Utah, Vermont and Wyoming have each enrolled as many members for 1928 as in 1927. We expect each of these states to have several times as many members this year as last. Oklahoma and Georgia already have half as many members as last year; Delaware, two-thirds as many; Missouri, four-fifths as many.

To date, the prize for increase in membership must go to Montana, from which state Miss Nell Somers, Great Falls, reports three members for 1928, besides herself. This makes four times as many as were members from Montana in 1927. What state will break that record.

"How about the leaders of last year?" New Jersey is leading at present, as she did at this time last year, with sixteen members; Indiana four; New York, five; Ohio, two; Pennsylvania, five.

There are indications that several state committeemen are working busily but are saying nothing; preparing to put it all over other states in the final count.

If your state committeeman hasn't invited you to become a member, or doesn't know you are interested, send your dollar to Miss Myrta L. Ely, Treasurer, Madison School, St. Paul, Minn.

#### CONVENTION ITEMS

H. C. Walker, St. Louis

The Program of the 1928 meeting of the National Association of Penmanship Teachers and Supervisors will be one of the best our Association has had.

Mrs. Strobell writes: "Now that we have a live constitution, we can, in our large conventions, be assured of reduced rates, if we have a sufficient number of delegates."

April 25, 26, and 27 are the dates of the 1928 meeting, Oak Park, Ill., is the place of the meeting, and Congress Hotel, Chicago, Ill., is to be headquarters. Reservations should be made early.

There never was a time when teachers and supervisors of Penmanship needed to rally and give their support to penmanship more than now. The April meeting should be by far the largest and best in the Association's history.

#### WEST VIRGINIA PENMANSHIP TEACHER SUCCEEDS AS AN AUTHOR

We received a newspaper clipping from Clarksburg, which comments very highly upon a Christmas Story written by Miss Elizabeth D. Wolf, 118 Ridenour St., Clarksburg, W. Va., who for some years has taught in West Virginia schools as a grade teacher and as a special teacher of Penmanship. Miss Wolf is now taking work for a degree in the Salem College, where she has become interested in literary work. She is editor in chief of the college paper, Green and White, and is a member of almost all the journalistic clubs and organizations.

Miss Wolf began to specialize by attending the Zanerian College of Penmanship Summer School. As a teacher she has met with more than ordinary success.

*I couldn't get along  
in my penmanship classes  
without the aid of the B.E.  
I am enclosing some  
of my pen work.  
Sincerely,*

*R. S. Miller.*

Specimens and a letter written in his dashy, rapid business writing as shown above have been received from R. S. Miller, Penman in Albany, N. Y., Business College. Mr. Miller will be surprised when he sees this letter reproduced.





## FAMOUS LETTERS

By FAMOUS PENMEN

In this series we have some of the most skillful letters ever written.

Valparaiso, April 14, '99.  
H. B. Salinger,

Nappanee, Ind.

Dear Sir: Replying to your inquiry of the 10th instant would say that judging from your writing there is no reason why you cannot become a fine penman.

I would advise you to subscribe for the Penman's Art Journal which contains, each month, most excellent lessons in all lines of penmanship.

With best wishes. I am

Very truly yours,

R. S. Lehman.

Mr. Lehman is now with the Beaumont High School, St. Louis, Mo. This cut was made about 20 years ago.

### WANTED

Young men or women to learn lettering. Good chance to become fine penmen.

Address Box 609

Care Business Educator, Columbus, Ohio.

Mr. Ralph S. Rowland, last year with the Plattsmouth, Neb., High School, has recently been appointed head of the Commercial Department of the Charleroi, Pa., High School.



## "How Can We Get More High School Pupils to Use Arm Movement In all Their Writing?"

By Virgil C. Graham, High School Winfield, Kansas

Address delivered at the N. C. T. F.

Mr. Chairman and Fellow Teachers—  
As a young penman, I have looked forward to this privilege of getting acquainted with the pioneers and enthusiastic teachers in the field of penmanship.

I feel a bit out of place just now, however, trying to bring something before a group of teachers, many of whom are more experienced in the field of handwriting than myself.

Let me state to begin with that my choice of this subject was not because I felt so able to discuss it, but simply because I felt the problem was one of the big problems confronting all teachers of penmanship. Most of all I am wishing to get some expression from some of you older teachers along this line.

According to psychologists, habits are formed as a result of repeated acts. Since this is true it seems to me that somehow, we should work out a penmanship program that will cause pupils to use arm movement enough to develop the habit of doing so. I feel sure that not a very large per cent of pupils will use arm movement all together unless the penmanship program is tied up with all of the other subjects. If the pupils are permitted to use arm movements in class drill work and the teacher knows what not in other subjects, we can not get satisfactory results in arm movement writing. In other words work out a scheme whereby the pupils, writing in other subjects can be graded by the teacher, and the grade to be averaged into the regular class work grades. Then, you will find pupils exercising care in the writing of themes and note-books, letters and so on.

It is true and very encouraging that many pupils break over into the arm movement habit without any special insistence on the part of the teacher. Some see the advantage clearly and want to use arm movement as soon as possible. Others, however, do not care as to how they write for other teachers as long as they make copies which satisfy the teacher in the writing class, and they are able to get by in their other writing. Many of these pupils make excellent arm movement copies in class, but for some reason or combination of reasons use finger or wrist movement outside.

I sometimes say to pupils who are writing their drill copies in class with a good movement: Do you use arm movement when writing your English themes? Or—Do you write your note-book outlines with arm move-

ment? The replies sometimes are like these: Oh! No, I couldn't, they would look not good enough. Or, I can't. Pupils seem to work only for the present result, and do not want to write, possibly a little poorer form for a short time, in order to do the thing correctly and in the end be far ahead in quality and speed along with the other advantages.

Another hindrance along this line is the idea of penmanship as a separate subject, a failure to realize that it is the basis of expression in all written work in other subjects. 'Tis true that many pupils are able to change this attitude as a result of their own thought or the teacher's explanations.

Whether it should be or not, the fact remains, that a high per cent of work done in school by pupils is for a grade. It is a deciding factor for many.

My idea is not to make the grade the big idea, but to use where necessary the leverage to be obtained through a plan of grading whereby the pupils' penmanship grade will be an all inclusive grade, thereby causing a much greater number to use arm movement in all their writing.

At present I am using a plan of grading as follows:

1. Outside of regular class drill copies, each pupil is given a grade on his writing in other classes. Of course this cannot be very accurate, but it brings about the results desired, which are, more arm movement, neater themes and notebooks, pride in writing, a feeling of its importance and eventually a movement habit.

To do this I secure from some teacher of other subjects, the notebooks handed in to the other teacher. A grade is given for the quality of writing, and entered in my grade book to be averaged in with other grades. When the pupils return to my classes I read the grades of all and tell them which notebooks I graded. Understand that the pupils do not know to which teacher I may go for their note books, which causes them to be careful in all of the work.

I cannot forget the first day of my instituting this plan. I announced in the classes that near the end of the six weeks period I was going to arrange with one of their teachers to secure and grade one of their notebooks. That announcement caused great excitement and dozens of questions. Some pupils asked if they might be permitted to recopy their notebooks. Some said that the ones

they were keeping were entirely too poor for me to see. Eyes bulged and there was a considerable squirming. This plan pleased the teachers very much, and the co-operation has been 100%. The teachers have remarked to me many times as to the great improvement in the neatness and quality of writing on papers and notebooks received.

2. I go a bit further, and do not give a grade of more than a C. to anyone who does not use arm movement at all times where possible to do so, no matter how good the form or how legible the writing. In other words, I put a price on arm movement writing and cause the pupils to consider it a worth while and necessary attainment. In the past two years I have had four classes which were 100% in the use of arm movement.

My conclusion is that most high school penmanship pupils can and will use arm movement—if we can scheme somehow to get the results.

As a matter of reward and honor to those using arm movement regularly I issue arm movement certificates, and have arm movement writers' rows in each class. At the first of each grading period the arm movement writers try for seats in their rows, the best writer taking No. 1, etc. The pupil in No. 1, serves as class secretary, checks the roll, reports absences, etc. These may be considered as just incentives, but I mention them because they help to bring about the results desired.

## RIDER COLLEGE TO ERECT FINE NEW BUILDING

Rider College is to be enlarged by the addition of a new wing to their already large, fine school building. Arrangements are also being made for the establishment of a University Place including dormitories and other buildings. Initial outlay for the new building will be approximately \$350,000. Work will be started as soon as possible. The building will be named after Thomas J. Stewart, founder of the Stewart Business School, now called Rider College.

While the officers of Rider College have for some time felt the need of additional space, the 53 per cent increase in the freshman class this year necessitated prompt action. The college enrollment is now more than 2,000. Students come not only from New Jersey, but also from many other states and foreign countries. Thirty-one states and 12 foreign countries are now represented. The students of this school spend about \$305,000 to \$405,000 for lodging, clothing and other necessities.

This remarkable growth speaks well for their instruction and the conscientious efforts of the proprietors and teachers of this most prosperous institution.



## Interesting Facts About the Field of Penmanship and Engrossing

A Paper Read Before The National Commercial Teachers' Federation Penmanship Round Table

Kansas City, Mo., Dec. 30, 1927

By Norman Tower, Engrosser and Penman, Barnes Commercial School, Denver, Colorado

The importance of the national convention which we are attending here this week cannot be over-estimated, because its principle purpose is the betterment of commercial education by means of cooperation.

The commercial courses taught in commercial schools today are doubtless of great value to young people. The commercial teacher is persuaded from a wide practical experience that if all parents fully realized the actual investment value in a strong commercial course for their children, many more young people would take advantage of commercial education.

It is of course evident that handwriting is used almost as universally for expressing thought as is speech. The usefulness of handwriting to every man, woman and child in the home, in school, and in business ranks it first in importance among subjects taught. It also plays an essential part in almost every subject taught in public and commercial schools.

Penmanship is, therefore, of greater importance than it seems to be and deserves a great deal of consideration. Its field of application is wide and profitable. Its use is not restricted to business writing only, but includes several special branches, as well as many useful styles of lettering. A few of these styles are in quite general use.

American business writing, based upon arm movement, is the most practical system, embodying legibility, speed, gracefulness of line, ease in execution. It is artistic and beautiful in appearance. It can be easily taught, analyzed, studied, practiced and executed, as shown by the many excellent specimens by leading penmen, as well as the splendid results attained by teachers and lovers of this fine art.

The individual who becomes a penman is usually the penmanship student who studies and practices more, works harder, and keeps forging ahead until he attains a high degree of excellence. Penmanship schools have standards of attainment for their pupils, and credits are given only when these standards are attained.

We cannot but compliment the earnestness of students, the wholehearted efforts of teachers, and the marvelous results attained by stu-

dents of penmanship in the comparatively limited period devoted to penmanship in the schools.

By reason of the enormous volume of business transacted daily, the commercial world would be seriously handicapped without the use of the typewriter and the printing press. While the press has its place for volume printing and the typewriter is indispensable for its speed, still handwriting has its supreme distinction inasmuch as it is used by nearly everybody, anywhere, at any time with pen or pencil.

Many young people study shorthand and become stenographers. Competition is less in the penmanship field than it is in other commercial fields. The demand for people who write a plain, legible hand is increasing, and the applicant who writes a better hand usually secures the better position.

But why is the average person today a poor writer? Is it lack of talent in the nation that is responsible for the poor quality of writing noticeable in business everywhere? It is reported that Marshall Field and Company lose a large volume of business annually due to illegibility. Likewise, some business enterprises, large department stores, institutions and others, have found it necessary to substitute for penmanship the use of light-line lettering; even some of the schools are experimenting with manuscript writing in search of improvement.

Reports and articles about manuscript writing often remind me of Pollyanna's answer, in the famous story, "The Glad Game." She was asked if she were glad that she had received crutches as a Christmas present. She replied, "Of course, I am SO GLAD, because my legs are all right and I do not need them." It is a once meritorious style but like Pollyanna's crutches, is not needed under modern conditions.

The average person in business is in the same situation as the average pupil in a class. In public schools penmanship is taught in certain grades, or a certain length of time and then discontinued. In commercial schools the subject is taught to students who take it about one period a day for, generally, an uncertain length of time.

It is evident that lack of talent is not responsible for poor handwriting. The ability of students varies considerably, some are quick and others are slow. They cannot all learn the same thing to advantage in the same length of time. By comparison we find that the difference between success and failure in penmanship is, to a great

extent, staying with the subject until it is mastered. Doesn't this fact lead us to conclude logically that the average student should attain a certain degree of excellence rather than work on a schedule of time?

Having devoted several years to study, analysis, execution and instruction in penmanship and several styles of lettering, I believe, it is possible to have most of the students, if not all, excel in penmanship and thus increase the quantity of good-quality penmanship by means of cooperation. This desirable result can be achieved only by setting a definite standard of attainment for all students alike, just as standards are required in arithmetic, spelling, bookkeeping, shorthand, etc., instead of only a daily period for a certain length of time. This will, no doubt, ultimately culminate in satisfaction for the school, and the teacher who can inspire students to success. Thereby the commercial student will become properly equipped to better meet the needs of the modern business world.

Mr. Tower exhibited at the convention a collection of eighty copies of his engrossing — Resolutions, Memorials, Testimonials, etc., prepared for framing and in album form; also, copies of Diplomas, Certificates, Mottoes, Poems, and other specimens.

### PROGRAM OF THE INDIANA COMMERCIAL TEACHERS' CONFERENCE

Ball Teachers College, Muncie, Ind.  
February 25, 1928

9:15 A. M.

Auditorium (New)

"Some Problems of the Teacher in Getting Results in Typing"—D. D. Lessenberry, Vice-Principal Business High School, Pittsburgh, Pa. Special Music.

Pre-Bookkeeping Courses — Their Scope and Content.

"Junior Business Training"—Elvin S. Eyster, North Side High School, Fort Wayne.

"Business Arithmetic"—John Donnelly, Shelbyville High School.

Informal Discussion Led by Speakers and Teachers.

12:00 M.

Luncheon in College Cafeteria, Lucina Hall.

1:15 P. M.

Auditorium.

"Bookkeeping: Why, When, What, How?"—Walter B. Minnich, Muncie High School.

"Eliminating the Non-Essentials in the Teaching of Shorthand"—D. D. Lessenberry, Vice-Principal Business High School, Pittsburgh, Pa. Round Table Discussion.

Note: Mr. Lessenberry will give demonstrations following each lecture. Vernal H. Carmichael, Muncie, President.

C. A. Murray, Bloomington, Vice-President.

Kreszentia Siegwart, Muncie, Secretary.





### FORMAL OPENING OF THE CHIL- LICO THE BUSINESS COLLEGE'S GYMNASIUM-AUDITORIUM

The Chillicothe Business College formally opened its new Gymnasium-Auditorium with a big school party the evening of December 6, followed two evenings later by a big housewarming and reception for the townspeople, many of whom contributed financially to the building. This new recreational unit of the school's six buildings is one of the best and most complete in the state of Missouri. It is built of velour mat brick with white mortar joints and artificial stone trim. The dimensions are 82x140 feet. The

first floor contains a large library and study hall, a banquet room, three large rooms for boys and girls and for visiting teams. The upper or main floor contains a large cloak room, offices for both the coach and athletic manager and the gymnasium proper. Permanent built-in bleachers and a mezzanine floor give a seating capacity of 1800. The gym floor provides for a basketball court 50x90 with a 22-foot ceiling. A stage 30x20 with a complete stage equipment enables the large room to readily be converted into an auditorium, 1200 removable seats being provided for the gym floor. These seats together with the bleachers and balcony make pos-

sible a seating capacity of 3000. The cost was \$60,000.00, a third of which was financed by the business interests of Chillicothe, Mo., in an intensive campaign sponsored by its local Chamber of Commerce early last spring. The college although independently or privately owned has been admitted in its athletic activities to the Missouri State Conference and competes for championship honors in all major sports. The necessity of such a building to keep up its athletic standing together with the encouragement and help given by its citizens caused the school's management to decide upon and carry through such an elaborate and very unusual building undertaking for an exclusive business school. The institution was established in 1890 by Allen Moore, Sr., as a private Normal and conducted as such until his death in 1907, since which time his sons, Allen, Jr., and Roy, have conducted it. In 1908 the sons dropped the teachers' training courses and made the institution a boarding business school. Three years ago the Main College Building burned, but the management met the crisis by converting a building erected a few months before into a school building and named it Commerce Hall. A dormitory was also converted into a school building. The support given the college in Chillicothe, a city with a population of only 6772, is remarkable but the school with a yearly enrollment of over 2500 drawn from thirty states is unquestionably the big industry of the city.

## Canton Actual Business College



This Certifies That

*\_\_\_\_\_* has completed the  
Course of Study as prescribed by this Institution  
and having passed a satisfactory examination is awarded this

## Diploma

In Witness Whereof our signatures are hereunto affixed  
at Canton Ohio this \_\_\_\_\_ day of \_\_\_\_\_ 19\_\_\_\_

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
President

\_\_\_\_\_  
V. President

\_\_\_\_\_  
Secretary

# LESSONS IN ORNAMENTAL PENMANSHIP FOR BEGINNERS

By L. M. KELCHNER, Seattle, Wash.

Copy 87. Notice how the up stroke is curved and about where it changes from the connective slant to almost the main slant. A common fault is slanting the up stroke too much. Make the loops rather long at first. You will find mine about four times the height of the small letters. Make the down stroke faster than the up stroke and as near straight as possible. For careful and accurate work I advise raising the pen on the down stroke. Some prefer raising it at about the crossing, others raise it just before making the narrow turn at the base line. You will notice I have made a swell in the line just below the crossing. This gives strength and force to the down stroke. Keep the loops uniform in height and slant. Look carefully after the slant, for the down strokes are long. If you master this copy, you have practically mastered all the loop letters above the line.

Copy 88. Use same number of words on a line as in copy. See that the loops correspond in slant with the small letters. Do not be in a hurry to change to another copy too soon; in other words, do not scatter your practice too much. This applies to all the copies. One copy thoroughly learned and mastered is worth a dozen poorly begun.

Copy 89. The loop is made the same as for the "l." Last part is finished like "v." Make the down strokes quick and straight.

Copy 90. Uniform height, slant and spacing for the loops.

Copy 91. Pause at the bottom of the down stroke and finish the "h" the same as small "m" or "n." Avoid shading the loop. Notice the small oval for the last part of the "k" at top.

Copy 92. Place the same number of words on a line as copy. Use a free movement in making the flourish for last part of the words.

<sup>87</sup> H h ll lll llll llll llll llll llll llll llll llll llll

mill mill million million illusion illusion dull

89 *H. l. b. bb. bbb. bbbb. bbbbb. bbbbbb. bbbbbb. bbbbbb. bbbbbb. bbbbbb. bbbbbb.*

<sup>90</sup> bill bill bomb bomb ribbon ribbon blubber blubber

<sup>91</sup> H h hh hhh hhhh hhhh h hkh hkk hhhh hhhh

92 sham hush hitch haunch hind luck links kindness

Copy 93. Use a good, free movement. Remember the heaviest part of shade should come in center of down stroke. A common fault is shading it too low at first. Some prefer raising the pen on the down stroke right at the base line at the bottom of the shade. I would not advise you to do so, unless you can make them much better. Retrace angle at top a trifle on last part. All oval round and full.

Copy 94. Make capital, then write small letters. Rather close spacing between small letters. See that your small letters correspond in slant with the capital. Smooth and fine hair lines.

Copy 95. This exercise can be made without raising the pen. Study the copies carefully and write at least fifteen lines of the exercise before you change.

Copy 96. Make the last oval large, and I would advise you to raise the pen as you finish the oval. Place pen back at the end and make small oval to come as near in center of large oval as possible.

Use a good movement, short, dashy shades and fine hair lines.

Copy 97. Study this exercise carefully before you attempt to make it. If you get tangled up in making the exercise at first, take a dry pen and trace over lines of copy a few times. This will help you to learn the exercise. It may be new to quite a number of you. Notice the shape of last oval in each letter, also the parallel lines at top.

Inject some life, vigor and dash in your movement and work without losing that ease and grace which are necessary to secure fine, even, smooth hair lines and smooth, dashy shades.

93        

Union Utica Unangst Ulysses Unontown

95 96 97

## DATES IN DOCUMENTS

By Elbridge W. Stein  
Examiner of Questioned Documents  
15 Park Row, New York City

[The examiner of questioned documents in demand to-day does not rely on guessing, but on scientific tests and investigations, including mechanical, chemical, historical, etc. He possesses the bent of mind of a sleuth, the spirit and will of a painstaking, scientific approach of his subject, and the ethics of one who supports only the truth revealed by his examination. The work is highly technical, and very interesting and profitable for those who are adapted to it and are properly equipped and prepared for it.

One of the younger men in this field whose ability and success have already won for him an enviable reputation is Elbridge W. Stein, the author of the following interesting article.

Some years ago Mr. Stein prepared himself as a professional penman by taking a course in the Zanerian College of Penmanship, Columbus, the value of which he refers to in his letter that follows. After teaching and executing penwork for some years he took up the detection of forgery and devoted only part of his time to it. Now his services are in such demand that he finds it difficult to satisfy all who wish to engage him.

Note the following interesting news and words of wisdom from those who think of preparing in his line of work which we quote from a recent letter from him:

"I have just returned from New Orleans where I had been on an important engagement. This accounts for my delay in answering your letter.

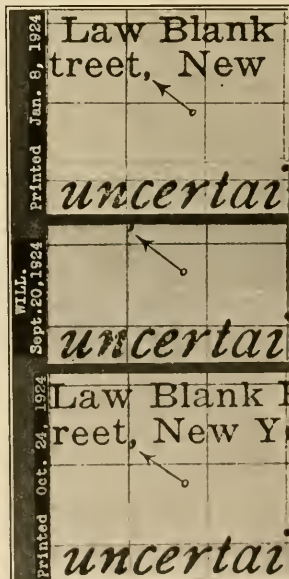
I have been very busy this year and many important matters have come my way. It is a fact, however, that I could never have gone so far in this direction without my knowledge and study of the actual creation of handwriting. I am sure that in many ways the practice and teaching of handwriting is one of the very valuable foundations for this work. The mistake that has been made by quite a few teachers of handwriting is that they treat the foundation as the finished structure."

A written or typewritten date in a document may of itself mean nothing as indicating the actual period of time that the document has been in existence.<sup>1</sup> It is well known that fraudulent documents are not usually prepared until the necessity for their use arises, and that time is often many years after their date. Forged wills are written after the testator's death and after one who hoped to be the "chief beneficiary" learns that he is not to share in the distribution of the estate.<sup>2</sup> Suspicious deeds suddenly appear when oil has been discovered on the property. Spurious confirmatory letters and other written documents of doubtful origin are thrust into the trial of a lawsuit at the last minute to bolster up a losing fight. Manifestly the interests of justice would be greatly advanced if the date of preparation of documents of a suspicious character could be positively shown. It would also defeat many high-handed attempts to legalize a fraud and would send some dishonest claimants scurrying to keep out of the penitentiary. Fortunately there are cases in which the weird and unnatural birth of fraudulent documents can be discovered and exposed.

It is not always possible to determine the exact date when a document was written, but it can sometimes be positively proven that it could not have been in existence on the date it bears. This proof, while not fixing a definite age, conclusively demonstrates that the document cannot be genuine.



An eyelet used to bind an agreement dated 1885 had not been manufactured until after this date.



The position of the tail of a comma on a will exactly above the space between the "n" and "c" in the printed word "uncertainty" helped to prove that the will could not be genuine.

Documents purporting to be old, but which in fact are young, usually exhibit some physical traces of their youth. This is true because the forger finds it difficult to reconstruct conditions and find materials that will conform in every detail with those of five, seven or ten years ago. As Emerson said, "A rogue can find no den in the world to hide him. Some damning circumstance always transpires." So it is with the making of a fraudulent document for which a fictitious age is claimed. Some slip even though slight, is usually made and if it is found and properly interpreted, it will strip the false thing of its veneer of sincerity.<sup>3</sup>

In the Oliver Will Case, 214 New York Supplement

<sup>1</sup> Rowe vs. Henderson Naval Stores Co., 143 Ga. 746; 85 So. 97; Burrussd vs. Guidry, 127 La. 708; 53 So. 964.

<sup>2</sup> In re Oliver's Will, 214 New York Supplement 154.

<sup>3</sup> Tucker Co. vs. Gahagan, 6 Fed. (2nd) 407 (Del); State vs. Cummer, 200 N. W. 20 (N. D.).



154 (1926), the tail of a printed comma which the forgers failed to cut off when they cut a strip from the top of the will form helped to establish that the form was not printed for more than a month after the date of the will. This damaging fact assisted in setting aside the will as a forgery and was also instrumental in causing the chief beneficiary and the two witnesses to fall into the toils of the criminal law.

As the naturalist can reconstruct the entire skeleton of a prehistoric animal from one bone, so can a complete fraudulent operation be sometimes determined from a small yet significant factor, provided it is discovered and understood. A small particle of black typewriter ink on the top of two purple typewritten characters in the codicil to a will uncovered the fact that a large bequest to the writer of the codicil had been inserted quite a period of time after the main part of the codicil had been written. It also disclosed that a black ribbon had been taken off the typewriter and an old, worn, purple ribbon put on immediately before the addition to the codicil was made. The history of the work done on this particular typewriter established the fact that no black ribbon had been used on it before the date of the execution of the codicil.

(To be continued)

*W. D. Watter, C.*  
53 McMillan Ave.  
Winningham

A Dennis specimen.



ELBRIDGE W. STEIN

The cover page this month is by H. S. Blanchard, Los Angeles. This is one of the pages in *Fascinating Pen Flourishing*.

# ELLIS

## Bookkeeping Courses & Commercial Texts

### ELLIS PUBLISHING CO

*Educational Publishers*  
BATTLE CREEK MICHIGAN

Spare Moments, by Charles R. Hill, a 1908 Zanerian, who is now in charge of the advertising department of the Ellis Publishing Company. Many of our readers are familiar with Mr. Hill's high class engrossing. While Mr. Hill's time is taken up with the many responsibilities in his present work with the Ellis Publishing Company he still finds time to do a little pen work. The above design suggests large possibilities for the engrosser in preparing various advertisements for circulars and magazines.

#### PIONEER TEACHER DEAD

George Hampton Mohler, 69, for the last nine years, professor of English and Penmanship at Midland College, Fremont, Nebr., died December 8 from a major operation. Mr. Mohler was one of Nebraska's pioneer teachers, having taught 44 years.

J. A. Savage, who informed us of his death, writes: "Another old penman is gone. Was fine penman and expert at filling diplomas. Has trained thousands of Nebraska teachers to teach writing."

#### SOUTHERN ACCREDITED BUSINESS COLLEGE ASSOCIATION

This Association recently met in Chattanooga and held a very interesting meeting. The next meeting will be held at Jacksonville, Florida. H. E. Byrne of the Byrne Commercial College, Dallas, Texas, was re-elected President, W. H. Haddock of Jacksonville, Florida, was elected Vice President, and Mr. J. L. Gilbert of Johnson City, Tennessee, was re-elected Secretary and Treasurer. From the program we received they had a very lively and instructive meeting.

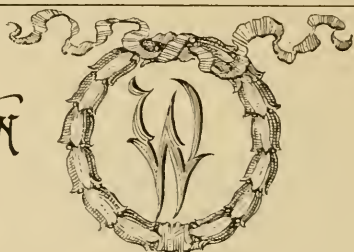
#### FRANCIS L. TOWER

501 Pleasant Street, Hammonton, N. J.

Lessons in Business Writing, Ornamental Penmanship and Copper Plate Script. Personal or Mail. Write for information.



# 19<sup>th</sup> ANNIVERSARY of the BIRTH OF GEORGE WASHINGTON



America has furnished  
to the world the character  
of Washington, and if our  
American institutions  
had done nothing else, that  
alone would have entitled  
them to the respect of man-  
kind.

*Daniel Webster*

1732-1799

Washington's is  
the gigantic personality  
that made us all  
American.

Brown 1927





# DESIGNING & ENGROSSING

By E. L. Brown  
Rockland, Me.

Send self-addressed postal for criticism, and stamps for return specimens

This lesson as a whole is a little more advanced than those given in the past few months, comprising examples of lettering, pen drawing and designing. We feel quite sure, however, the beginner as well as the more advanced students will find something helpful and interesting in the lesson. For instance the portrait is a study in expression and tone values—the eagle wreath and ribbon may be studied as an example of pictorial designing and the lettering furnishes a variety of simple useful styles for various engrossing purposes.

In designing a page, balance of masses is the first matter for attention—for instance the most important and interesting parts are: the portrait, wreaths and eagle, and these must be properly placed for a pleasing effect.

Make your drawing from one-third to one-half larger than the copy, and devote careful attention to portrait study. Aim for strong, characteristic features, which are as important in any portrait as a good likeness. Suggest all color values and as far as possible, the quality and spacing of the lines necessary for the proper effect of light and shade. Use a fine pen on the face varying the direction, spacing and thickness of the lines. Begin on the shadow side of the face first. Use Zanerian ink and cardboard or heavy unruled paper.

Washington was a most commanding personality of American history and his memory will be honored and respected for all time, and it is altogether fitting on the anniversary of his birth to recall the character and ideals of this great national character, affectionately referred to by every boy and girl as the "Father of his Country."

The eagle as the national bird gives the design a patriotic flavor, and with the wreath and ribbon makes a decorative bit of study. Pencil very carefully using 4H hard pencil. Study the pen technique with care. Notice the graceful, airy effect of the ribbon. Use thickened lines more closely spaced for darkest shadows, and sometimes cross-hatched lines as shown on body and wing of eagle; fine openly spaced lines for high lights and half-tones. Another style of wreath is shown at top of design. The lettering aside from the word "America" was first laid in roughly for the spacing, with lines ruled to regulate height. Figures and word "America" were first penciled, then "ruled" with T square on drawing board, and finally finished with a common pen.

The engrossing text was written with a No. 2½ lettering pen and also the two lines over portrait. Regularity in the size and spacing of the lettering must be observed. The four lines at right of eagle design were written with a common pen. Study character of this style with critical care.

Send us some of your work for criticism, and remember that good materials are absolutely necessary if you would attain the best results.



*John R. Eye*

The following is a brief but interesting account of the life and work of John R. Eye, Vice-President and Secretary of the Dunsmore Business College, Stanton, Virginia.

We always delight in examining penmanship specimens Mr. Eye sends us for certificates for they run uniformly high in grade.

Mr. Eye is greatly interested in good penmanship and his enthusiasm for the work is contagious. He sees to it that each pupil has a good penmanship text.

We quote from a recent letter: "The writer was born and raised in West Virginia, became interested in penmanship when about 14 years of age, wanted to attend the Zanerian Art College (I believe it was called then) at that time but was unable, financially, to do so. Attended normal schools in West Virginia and Virginia, and taught in public and high schools in the two states for several years. Graduated from Dunsmore Business College in 1916 with degree

of Master of Accounts. Served in the Infantry in the World War, and started teaching, as Principal of the Commercial Department in Dunsmore after the close of the war in 1919. Have been officially connected (part owner, part manager) with Dunsmore Business College for seven years, and during that time have had charge of the penmanship department. Do penmanship and engrossing work in this community and have learned almost all I know about it from Zanerian books.

At the beginning of the session of 1921-22, we decided to change the system of penmanship we were teaching in Dunsmore. The manual we were using was excellently written, but we realized that we needed more than just a 'manual.' We wanted a system that had back of it some awards that would inspire the student to keep going. This was perhaps the biggest factor that induced us to select the Zaner Method. Six years of experience has taught us that you have an excellent system, and we never hesitate to recommend it to anyone who asks us about penmanship. We like it and intend to continue it.

During these six years that we have used the Zaner system, our students have won 892 certificates of the various grades, ranging from Business Educator to Teachers' Certificates. During the present session (1926-27) that is, since last September, our students have won 138 Certificates of the following grades: 65 Business School; 51 Advanced; 17 Business Educator, and 5 Teachers'. This has been done out of a total enrollment of about 145 students.

This year we will run considerably above the thousandth certificate of the Zaner Method. Our students learn to write a nice, legible business hand, that is very often the passport to a good position or substantial promotion, and we hear lots of nice comment about this good writing."

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### CAIN SYSTEM OF SCHOOLS OPENS A NEW SCHOOL

This organization, which has been conducting the well known educational institutions: West Virginia Business College, Clarksburg, W. Va.; West Virginia Business College, Fairmont, W. Va.; Office Training School, Greensburg, Pa.; Office Training School, Jeannette, Pa., announces the opening of a new school, Office Training School, in Uniontown, Pa. The new school is to have M. M. Flemming as its Manager and Principal. Mr. Flemming has had excellent training and experience for this work. He attended both the Marion, Ind., Normal and Business College. He taught Shorthand in the Ogden, Utah, Business College and Shorthand and Bookkeeping in the Ohio Military Institute, Cincinnati, Ohio. Was Manager of the Vincennes, Ind., Business College, and the Kokomo, Ind., Business College. Taught Bookkeeping and Shorthand in the Miller School of Business, Cincinnati, Ohio, and was Principal of the Office Training School, Greensburg, Pa. He has also had practical experience in office work. Mr. Flemming states that they have started the school with an enrollment of about sixty students.

This chain of schools is backed by T. B. Cain, C. G. Shafer and a very well selected corps of assistants. J. W. Kliever, a former Zanerian, is Principal of their school in Fairmont, West Virginia.

The new school, like the other schools in this organization, will use Zaner Method Penmanship.

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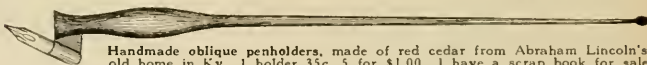
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## Chambers' "Funnygraphic" Writing Budget No. 1

by Leota Domigan Chambers and C. Spencer Chambers will be off of the press March 1, 1928. It is intended for use by teachers of writing in High Schools, Business Colleges, Parochial Schools, Commercial Departments and Grammar Grades, who are desirous of vitalizing their lessons. A million smiles for \$1.00 in the U. S. and \$1.50 in Canada. Limited edition.

### C. Spencer Chambers

Department of Education Bldg., Syracuse, N. Y.

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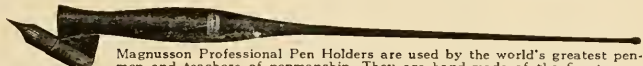
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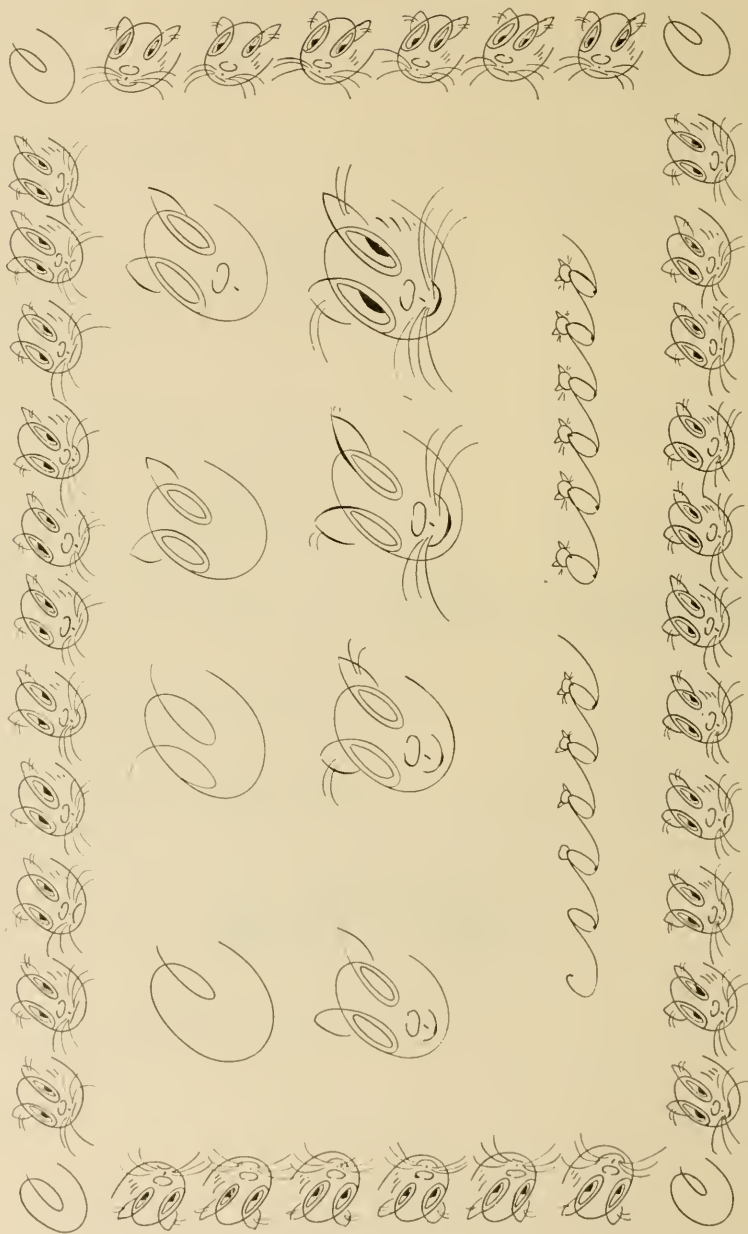
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## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**General Business Training**, by Ernest H. Crabbe and Clay D. Slinker. Published by South-Western Publishing Company, Cincinnati, Ohio. Cloth cover, 314 pages.

This book is designed for all pupils beginning the study of business. As the future experience of these students will vary greatly, particular care was taken to select, from the great field of business, information which will be most valuable to the group as a whole. No subject was included until after it was measured by the question: "Will this information be valuable to all or a great majority of the class?" This basis of selection resulted in the including of material that is useful alike to the pupil who continues the study of business, the pupil who continues in school but studies other than business subjects, and the pupil who takes a job at once. It resulted in the excluding of a detailed study of highly specialized positions in large organizations since each of them will be occupied by only a small per cent of the entire class.

Business forms and methods common to all types of businesses are to the affairs of individuals are described, illustrated and used in exercises. Business communications, including the writing of letters, the use of the telephone, telegraph, and filing devices, are fully discussed. A training in thrift and an introduction to bookkeeping are given through a study of the budgets and records of individuals, families and organizations. In several chapters discussions of different business organizations give pupils an understanding of the services they render to society and how an individual or business may most profitably use them. Finally, there is a discussion of business vocations, the securing of a position and the securing of promotion. These chapters are valuable to all pupils but particularly to those who will seek employment and promotion in the future.

**Twentieth Century Touch Typewriting**, by D. D. Lessenberry, B.C.S., and Elizabeth A. Jevon. Published by the South-Western Publishing Company, Cincinnati, Ohio. Cloth cover, 239 pages.

This book is the product of a long and intensive study of the processes involved in

learning to typewrite. The materials for instruction have been thoroughly tested in the classroom of the author and of many other teachers interested in the elimination of waste effort in the teaching and the learning of typewriting.

A definite lesson plan has been clearly indicated, and the materials of instruction arranged in accordance with the methods evolved through recent pedagogical and psychological studies. The thought content of the sentences and the paragraphs used for practice material will commend the text to all teachers and pupils who appreciate the broad educational possibilities of a course in typewriting. All the words of the Ayres "One Thousand Most Frequently Used Words" are used in the practice material given in Part I.

Part II, which is devoted chiefly to the study of the correct forms of business letters, has the entirely new feature of presenting budgets of letters which show all correspondence relating to a complete business transaction. In this way, something of the actual office atmosphere may be sensed, and office procedure may be definitely traced and clearly understood.

Speed drills based upon a scientific analysis of the Ayres "One Thousand Most Frequently Used Words" are given. These drills, based upon the actual letter sequences, give added facility and speed in the automatic grouping of letters and the automatic writing of words.

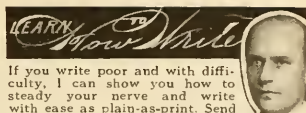
Parts III and IV continue the use of budgets of related letters and provide a continuous drill on letter writing. Each budget is based on the correspondence of an actual business or professional office and shows the method used in solving a real business problem. Since business and legal forms are introduced as parts of budgets, their purpose is fully indicated by the accompanying letters. Thus pupils are taught not only how to fill out these special forms, but also how to use them in completing business transactions.

**Laughter**, by Theodore R. Ernst, New York City. It is pocket size, contains 300 pages, and costs but \$2.00.

In this book you will find a wide variety of funny stories—proven laugh-producers suited for any function. They have been taken from many magazines, hundreds of periodicals, and clipped from thousands of stories.

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This alphabet was made by Arthur P. Meyers, the engrosser of 1415 Locust St., Philadelphia, Pa.




## ADDRESS AT GEEBYSBURG

**F**our score and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

**B**ut in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here.

**I**t is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion, that we here highly resolve that these dead shall not have died in vain; that this nation under **G**od shall have a new birth of freedom, and that **G**overnment of the **P**eople, by the **P**eople for the **P**eople, shall not perish from the **E**arth.



# LINCOLN'S GETTYSBURG ADDRESS

Illuminated by P. W. Costello,  
Scranton, Pa.

A short description of the accompanying specimen of illumination will be helpful to the student in assisting him to a better understanding of what the original looks like. Photography has its limitations, and as the reproduction of a piece of color work by this process can only be given in black and white, most of the beauty of an illuminated scroll is lost. This piece of work was executed on a sheet 14x18 inches. The center of the outer edge of border is in gold, flanked on either side by a pale wash of crimson and the inner edge of border is also in gold. The backgrounds or rather the interiors of the spirals throughout the border are also in gold. The capitals "A" and "L" in the line "Abraham Lincoln" are gold with a pink interior, and the lower case letters in two shades of French Ultramarine shaded with green. The line "Address at Gettysburg" in two shades of vermilion mixed with Chinese white. Capital "F" in word "Four" in gold with pink interior. All of the other capital letters in the body work of the address are alternately red and blue in two shades with red interior. The word "God" is in two shades of blue with gold interior, also the caps in the last two lines. The lower case letters in the same two lines are in two shades of vermilion mixed with Chinese white. The lower case letters in the second paragraph are in blue.

The colors used in the leafy border design are various shades of red, blue and green. They are distributed in rotation throughout the entire design. Wherever the leaves turn over the color changes. The trailing branches from which the leaves spring is in two shades of green and the dots sprinkled throughout the border are of burnished gold.

A line was ruled through the gold bands on the inner and outer edges of the border with an agate point and the dots along this line were made with the same tool.

The whole illumination is provided with a buff back ground washed over the waterproof ink layout, and before any of the colors or gold were applied. This treatment adds a beauty and richness to the work, which must be seen to be appreciated.

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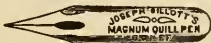
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# The Business Educator

Penmanship and Commercial Education

Volume XXXIII

MARCH, 1928

Number VII



R. R. REED  
Chairman Penmanship Dept.  
N. C. T. F.  
(See page 18)



# Zanerian Summer School

## For Supervisors, Teachers, Penmen and Students

A special intensive six weeks' course beginning July 5 will be given in Modern Handwriting methods for Supervisors, Teachers, Penmen and Students. This course gives teachers and those with limited time a chance to prepare during vacation period to teach handwriting and to improve their skill in plain business handwriting or in any of the other branches of penmanship and lettering. Many teachers have attended as high as five or six summer terms. A number of nationally known instructors are employed each summer to present latest in methods to our summer school pupils.

The following are some of the men and women who have been instructors in Zanerian Summer Schools:

C. E. Doner, Massachusetts State Normal Schools.  
D. C. Beighey, Supr. of Writing, Indianapolis, Ind.  
H. L. Darner, Stanton Motor Company, Pittsburgh, Pa.  
C. Spencer Chambers, Supervisor of Writing, Syracuse, N. Y.  
Alma E. Dorst, Supervisor of Writing, Oak Park, Ill.  
Elizabeth Landon, Supervisor of Writing, Binghamton, N. Y.  
J. A. Savage, Supervisor of Writing, Omaha, Nebr.  
Frank H. Arnold, Supervisor of Writing, Spokane, Wash.  
Dr. Frank N. Freeman, Prof. Educational Psychology, University of Chicago.  
C. C. Lister, Maxwell Training School for Teachers, Brooklyn.

A. G. Skeeles, Supervisor of Writing, Columbus, Ohio.  
Helen E. Cotton, Supervisor of Writing, Schenectady, N. Y.  
Adelaide Snow, Teacher, Riverside High School, Milwaukee.  
Harriett Graham, Supervisor of Writing, Springfield, O.  
A. M. Hinds, Supervisor of Writing, Louisville, Ky.  
Agnes E. Wetherow, formerly Representative of the Zaner-Bloser Company.  
Tom Sawyier, formerly Director of Writing in Indianapolis and Milwaukee.  
Dr. W. O. Doescher, Prof. Psychology and Philosophy, Capital University, Columbus, Ohio.



## SCHEDULE AND COURSE OF STUDY FOR ZANERIAN SUMMER SCHOOL

July 5 to August 13. Students may enroll earlier to take additional work.

8:00 to 9:00—Practice of Teaching Penmanship.  
9:00 to 10:00—Business of Penmanship, Analysis and Theory.  
10:00 to 11:00—Methods of Teaching Penmanship.  
1:00 to 2:00—Blackboard Writing.  
2:00 to 3:00—Business Penmanship, Analysis and Theory.  
3:00 to 4:00—Psychology.  
4:00 to 4:30—Roundtable Discussion.

### PRACTICE OF TEACHING PENMANSHIP

This class is quite interesting and instructive. Drills are given with a two-fold purpose. One is improvement in executing a daisy, graceful handwriting, and the other is to give the pupils practice in teaching.

Model lessons are given and criticisms and suggestions are offered with the view of training pupils to present the subject in the most modern way.

Teachers receive many practical ideas and valuable suggestions in this class.

Many problems will be worked out in these classes. They are just the drills you need to put life into your writing and your teaching. You will find them interesting and a real help.

### BUSINESS PENMANSHIP, ANALYSIS AND THEORY

We inspect each pupil's work twice each day. Criticisms are offered and suggestions and instructions are given for improvement, and when needed fresh-from-the-pen copies are written, which give pupils the best working models and show them exactly how to proceed. Our method of instruction enables us to give each pupil the help which is best suited to him and his particular needs.

This personal interest in pupils is one of the things which has helped to make the Zanerian the unique school it is today. Students come to the Zanerian from all parts of the country to get our personal criticisms and instructions. They have been the means of developing America's finest penmen. "It is an inspiration to see the instructors dash off beautiful copies," is the common remark by students. Seeing work executed skillfully creates in students a desire to improve as nothing else will. A feature of the Zanerian Summer School is the personal, helpful interest shown by our teachers in every student.

### METHODS OF TEACHING PENMANSHIP

This is an intensely interesting and helpful class for teachers and supervisors. Discussions are given on Public School Penmanship for all grades, Normal, Rural and Private School Penmanship; Methods of Presentation; Writing Surveys; Grading Specimens According to Scales; Outlines; Large Writing for Small Children, and various timely problems of Arm Movement Writing and the new Correlated Handwriting.

### BLACKBOARD WRITING

The blackboard is one of the best tools and every teacher should be a good blackboard writer.

Instructions and drills are given, and pupils are encouraged to practice as much as possible on the board. The blackboard classes are an inspiration.

### PSYCHOLOGY

Psychology, five hours per week. A study of the fundamental principles of the subject including a consideration of the scientific and philosophical principles of mind, consciousness and behavior. The course will include a study of habituation, automatization and the motor factors in the psychology of handwriting.

NOTE: This course will be given in our school under the direction of Capital University, Columbus, Ohio. Two Semester Hours credit for the satisfactory completion of this course will be given by Capital University. This credit will be transferable.

PREREQUISITE: Graduation from first grade High School or its equivalent.

### ZANERIAN ROUND TABLE

Among the students in the Zanerian College are always many experienced and skillful teachers and supervisors. The opportunity of knowing and associating with them at the round table is one of the most valuable and enjoyable features of the Summer School.

A page from the new Zanerian Catalog. Write for free copy if you are interested in either residence or correspondence work in the Zanerian College of Penmanship, Columbus, Ohio.





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Abbreviations of states, months, railways and commercial terms are given in regular lesson form, and grouped alphabetically. We regard abbreviating of almost equal importance with spelling.

Syllabication and pronunciation are shown by the proper division of words, and the use of the discritical marks. The words are printed in bold type, and the definitions in lighter face, so as to bring out the appearance of the word,—an aid in sight spelling.

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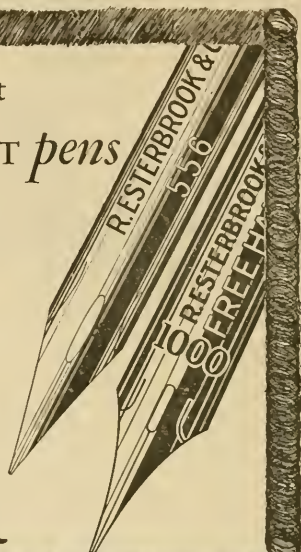
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## STANDARD Typewriting Texts

### A Practical Course in Touch Typewriting

Published in three editions: Stiff paper cover, 120 page, \$1.00. Cloth cover, 120 pages, \$1.35. High School Edition, 208 pages, \$1.60.

By CHALES E. SMITH.

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The Sixteenth edition, greatly enlarged and completely re-written, is more than an enlargement or a revision. It is a new book. The work is presented in the most instructive and teachable manner, and has won the commendation of the World's Greatest Typists and typewriting teachers everywhere. All world's typing records for both speed and accuracy are held by typists who studied from "A Practical Course in Touch Typewriting." It has justly been called the typewriting method of the Champions. A special edition of the complete volume has been issued, using the method of fingering in which "B" is struck with the left hand.

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Adopted by the New York, Philadelphia, Rochester (N. Y.), Milwaukee (Wis.) Boards of Education, Temple University, Philadelphia, etc.

The unique form for these Supplementary Typewriting Exercises was chosen with two ends in view—

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# THE Business Educator

Volume XXXIII

COLUMBUS, OHIO, MARCH, 1928

No. VII

## Eastern Commercial Teachers' Association PROGRAM

April 5, 6, and 7, 1928

Hotel Pennsylvania, New York City  
GENERAL SESSION

1. Purpose of Nature of the 1928 Yearbook of the E. C. T. A.  
Dr. Paul S. Lomax, New York University, New York City.
2. A Philosophy of Commercial Education.  
Dr. John Dewey, Columbia University, New York City.  
Dr. W. H. Kilpatrick, Columbia University, New York City.
3. Commercial Education and the Scientific Spirit.  
Dr. Wesley C. Mitchell, Columbia University, New York City.
4. Research as Applied to Business; Advantages and Limitation.  
Dean Edmund E. Day, University of Michigan, Ann Arbor.
5. Research as Applied to Education; Advantages and Limitation.  
Dean John W. Withers, New York University, New York City.
6. Business Building of Civilization.  
Dr. Lee Galloway, formerly Director of Department of Management and Professor of Commerce and Industry, New York University, N. Y. City.
7. The future of Commercial Education.  
President Frederick H. Robinson, College of the City of New York, N. Y. City.

### SECTIONAL MEETINGS

**Commercial Section:** Chairman Simon J. Jason, Administrative Assistant, Walton High School, New York.

### ADDRESSES

1. Research as Applied to Accounting Practice—2:15-2:45.
2. Prof. Roy B. Kester, Columbia University, N. Y. C.
3. New Developments for the Commercial Teacher—2:45-3:00.  
(a) In Bookkeeping and Accounting, Mr. Lloyd L. Jones, Cleveland, Ohio.  
(b) In Arithmetic 3:00-3:15  
Prof. G. M. Wilson, Boston University.

- (c) In Junior Business Training 3:15-3:30  
Mr. S. B. Carlin, Principal, Packard School, New York City.
- (d) In Office Practice.  
Mr. Norman C. Wolff, Instructor in Charge of Office Appliances, Central Commercial Continuation School, New York City.

Conference Hours on Research And Other Classroom Problems.—3:45-4:45.

- (a) Should we expect classroom teachers to be research workers?  
(See Chap. X of Buckingham, Research of Teachers, Silver, Burdette and Company, 1926).  
Mr. C. A. Speer, Bay Path Institute, Springfield, Mass.
- (b) What are some important research problems that such teachers may help to solve?  
Mr. John F. Robinson, Burdett College, Boston, Mass.
- (c) Should business documents and practice be taught separate and distinct from accounting or as part thereof?  
Miss Mildred Bentley, Chairman Dept. of Accounting and Commercial Law, Girls' Commercial High School, Brooklyn, New York.
- (d) Should business arithmetic be taught separate and distinct from Accounting or as part thereof?  
Mr. Harry Kessler, Chairman, Department of Accounting and Commercial Law, Textile High School, New York City.
- (e) How much accounting should be taught in secondary schools?  
Mr. Edward Kanzer, Chairman, Department of Accounting and Commercial Law, James Monroe High School, New York City.
- (f) How much of the teaching of accounting should be practical and vocational and how much of it should be cultural and theoretical?  
Mr. S. B. Koopman, Chairman, Department of Accounting and Commercial Law, Theodore Roosevelt High School, N. Y. C.
- (g) What place has mathematics in the Commercial Curriculum?  
Mr. Harry M. Schlauch, Chairman.

Department of Mathematics, High School of Commerce, New York City.

**Secretarial Section:** Chairman Ethel A. Rollinson, Columbia University, New York City.

Address: Research as Applied to Office Practice 2:15-2:45  
Mr. W. H. Leffingwell, President Leffingwell-Ream Company, New York City.

Addresses: Research Materials for the Commercial Teacher 2:45-3:00

1. In Shorthand.  
Mrs. Earl W. Barnhart, Washington, D. C.
2. In Transcription 3:00-3:15  
Mr. Clay D. Slinker, Director of Business Education, Des Moines, Iowa.
3. In Typewriting 3:15-3:30  
Dr. Frances Moon Butts, Director of Placement, Business High School Washington, D. C., and National Secretary, The Department of Business Education, National Education Association.
4. In Secretarial Practice 3:30-3:45  
Miss Dorothy C. Briggs, Head of Secretarial Courses, Temple University, Philadelphia, Pa.

### Conference Hour:

1. Commercial Education Association of New York and Vicinity.  
Dr. Edward J. McNamara, President.  
(a) Should we expect our class-teachers to be research workers?  
Mr. John V. Walsh, Morris High School, New York City—15 min.
- (b) What are some of the important research problems such teachers are helping or may help to solve?  
Speaker to be announced.
- (c) What bibliography — books, magazines, articles, research service of business and schools — is available for commercial teachers and stenographic and secretarial training?  
Mr. Conrad Saphier, Chairman of Committee.
2. What results have been obtainable from the measurement of secretarial prospect along intelligence, social, economic, and interest lines?

(Continued on Page 21.)

## THE BUSINESS EDUCATOR

Published monthly (except July and August)  
By THE ZANER-BLOSER CO.,  
612 N. Park St., Columbus, O.  
E. W. BLOSER . . . . . Editor  
E. A. LUPFER . . . . . Managing Editor

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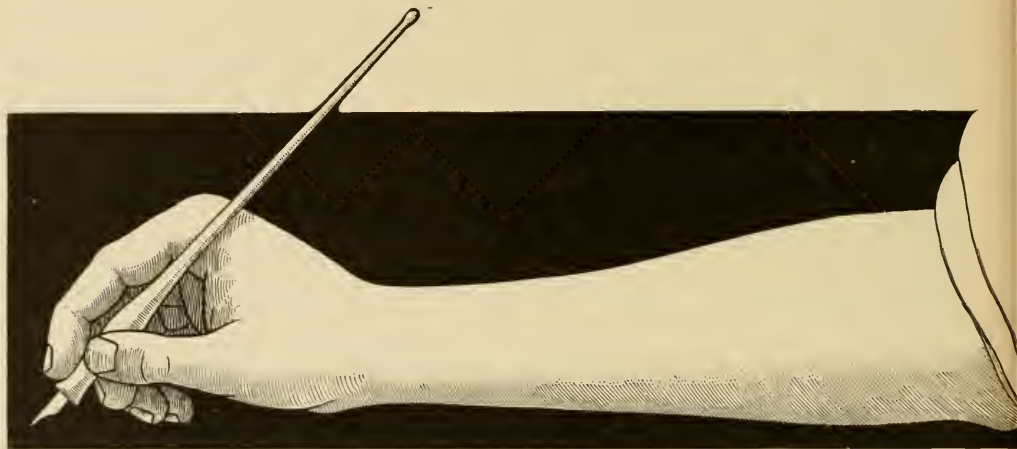
The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



# Lessons in Business Writing

By E. A. LUPFER, Columbus, Ohio

Send 15 cents in postage with specimens of your best work for criticism.



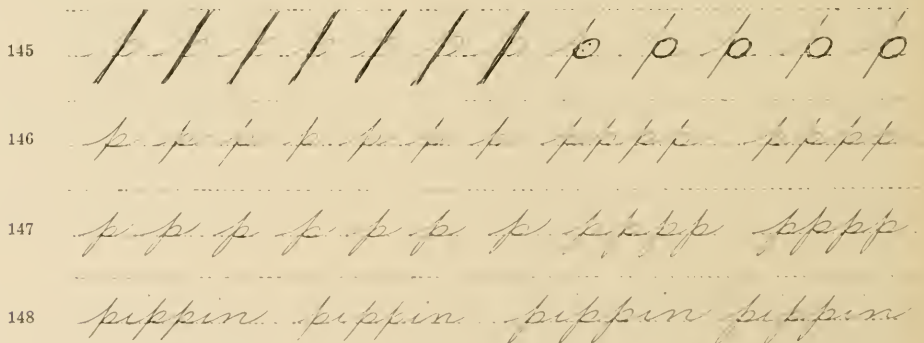
Study and imitate this position. Notice the slant of the holder, the curve of the fingers and light grip on the holder.

Copy 145. Use the push-and-pull movement. Count: start-1-2-3-4-5-6-finish. For the second exercise count: swing-down-1-2-3-4-5-6-finish. Watch the size of oval. Get it rounding and graceful.

Copy 146. Turn the copy up-side-down and you will see that the last part resembles small d. Count: 1-2-3. Retrace up to the base line. Close **p** at base line.

Copy 147. This style is used by many because it is easy and speedy. Study it carefully; then use it if you desire. The loop should be about the same size as other lower loops. Are you sure your penholding is correct? Better compare your position with the illustrations presented at the beginning of this course.

Copy 148. Close the **p**'s, and watch the spacing before **p**'s. Test your slant by drawing lines through the down strokes.

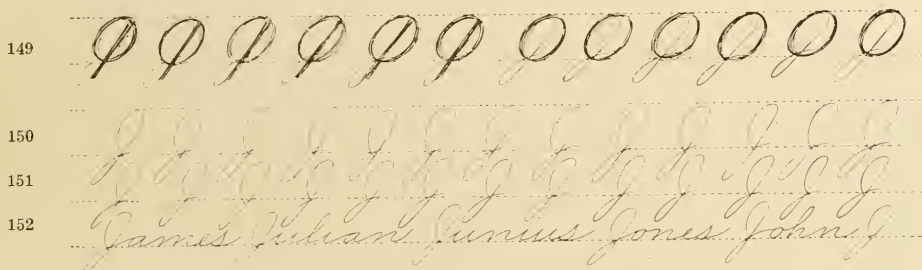






Copy 149. Here is a new exercise and a good one. Master it. Count: round 1-2-3-4-5 down 1-2-3-4-5 finish. For the second one count: round-1-2-3-4-5-capital-J. After making the oval swing into the straight line exercise without raising the pen.

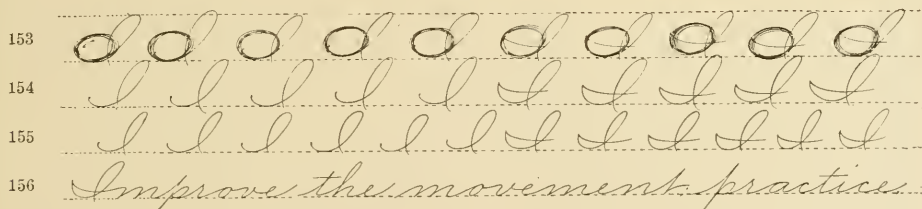
Copies 150-151-152. Start at base line and swing to the head line with a left curve; then finish like Y. The top part of J should be larger than the bottom. Come down straight and avoid too much curve on up strokes. Get freedom and ease into your work.



Copy 153. This exercise develops the bottom part of I. Count 1-2-round-1-2-3-4-5-finish. By this time you should have acquired a free arm movement. Use the fingers very little.

Copies 154-155. The I begins like J and ends with a leftward swing, finished with a dot or a connective stroke. The upward stroke should be well curved and the downward stroke or back should be rather straight. Count 1-2. Some pupils make the I backwards which is incorrect.

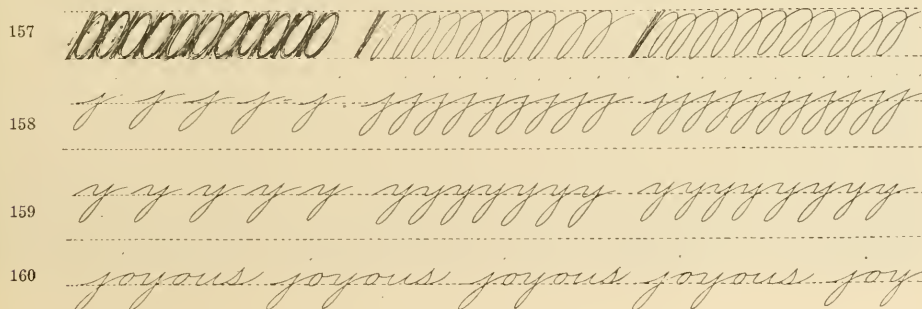
Copy 156. Study and practice are the only things which will make you a good writer. Watch slant and beginning and ending strokes. Are you careful with punctuation marks?



Copy 157. Notice the direction of arrows. Keep this exercise compact and narrow. Do not raise the pen in going from straight line to oval exercise: Count down-1-2-3-4-5-round-1-2, etc.

Copy 158. The top of A is the same as i and the bottom is like J and Y. Note carefully the size above the base line. Count: 1-2-dot.

Copy 159. Turn the copy up-side-down and see what the y looks like. Some make the y too wide. How are yours? Count: 1-2-3. Penholder points towards shoulder. Hand glides over paper.





## SUPPLEMENTARY COPIES for PENMANSHIP PRACTICE

Copies were written by Francis B. Courtney, Detroit, Mich. Instructions were written in the office of Number 2. the B. E.

*It is not so much the amount of practice as the careful and thoughtful effort to acquire precision that leads to success in writing.*

That's it; it's the *effort* that counts rather than the practice. The latter only shows the quality of the former. The effort to secure precision in form makes precise forms possible. Accurate forms are objectifications of inward efforts—projected impulses—materialized visions or mental images. See clearly, think definitely, will firmly, act quickly, and the result will be high grade and graceful. Mere practice squanders time, ink, pens, and paper. Right practice invests these things in a good handwriting which bears dividends for life.

*Necessity has ever been the price-less spur which has called man out of himself and spurred him on to his goal.*

The business world is needing, and consequently demanding, more and better writing than ever before in the world's history. As a consequence, more young men and women are today learning to write well than in any time in the past. Writing is therefore something more than an accomplishment; it is a modern business necessity. Incentive seems to be a necessary part of effort; the price or worth of an article is measured by the effort required to secure it. Writing is not lightly won or cheaply sold.

*Some great thinkers have told us that genius is knowing how to make effort. An effort made to secure an education that will enable you to cope with business details is a display of genius.*

And no other art so schools the eye and hand to accurate details as does the art of writing well. This is doubtless the secret why business men desire good penmen. They know they are masters of technical details and therefore hold within themselves the key to the mastery of other details in office routine. Begin today to be a genius—the kind that is made, not born.



*There is no accomplishment a young man or woman can possess equal to a good handwriting. Beautiful penmanship is the key to the favor of business men, and those who acquire it are sure to be wanted in business.*

Everybody admires good penmanship. It is an art that the humblest citizen as well as the most learned can and does appreciate. It is perhaps the most beautiful, when well executed, of any of our useful arts. It serves the double purpose of pleasing and earning. It is thereby doubly valuable, being at one and the same time accomplishment and necessity. Its cost is a few months' time and effort, its value is a life's service in beauty and business.

*The difference between long and short hours, low and high wages, between drudgery and dignified employment, is mainly in education!*

Think less of labor as such, and more of it as a means of expression and accomplishment, and labor will then become "dignified" and pleasant. Think of it as being a mental, moral, and physical necessity for true living and manhood, and it will then be a delight and benediction. Never consider "practice" drudgery, else the above graceful, skillful, serviceable lines will never be possible. Become enthusiastic over your practice, or be content to be a poor penman, a poor excuse, and perhaps a pauper. The skill displayed, the point made, and the moral penned should spur you on and forbid the fatal end.

*Ability to grasp, to hold, to analyze, to compare, and to combine gives a solid grip and mastery. It is right intention that makes character.*

To confine one's attention to the task at hand, to stick to detail, and to be thorough, means sometime to be master. Such qualities are in demand. Coupled with the ability to "compare" and to "combine" means sometime to be the head of some one or more vast enterprises. Today is the time to begin that preparation. In writing, in mathematics, in grammar, in spelling be accurate, be particular, be sure. See how precise the writer has been with height and slant of letters, how regular with the spacing between words, and how particular about the dotting of *i*'s and crossing of *t*'s. And he has been neither slow nor cramped with execution, showing that dispatch and care are not inconsistent.





*The bark of friendship sometimes  
founders on the rocks of deception.  
Never murmur without cause and  
never have cause to murmur*

Deception will sooner or later cause not only friendship, but business confidence as well, to founder. People do not like rumblers, nor will they tolerate for any considerable length of time "sorry mouthed" people. No one has a moral right to be gloomy, for by so being they cast gloom over others. Cheerfulness is success. People by their poor penmanship cast gloom over the faces and souls of those who have to read it. Shall I go on or have I said enough?

**PRIZE WINNING SPECIMENS IN THE NATIONAL ASSOCIATION OF PENMANSHIP  
SUPERVISOR'S CONTEST — Philadelphia — April 27th, 28th, 29th, 1927**

Specimen written by Mr. Clarence Lyon McKelvie, Philadelphia, Pennsylvania. Second Prize.

*Four score and seven years ago  
our fathers brought forth upon  
this continent a new nation con-  
ceived in liberty and dedicated to*

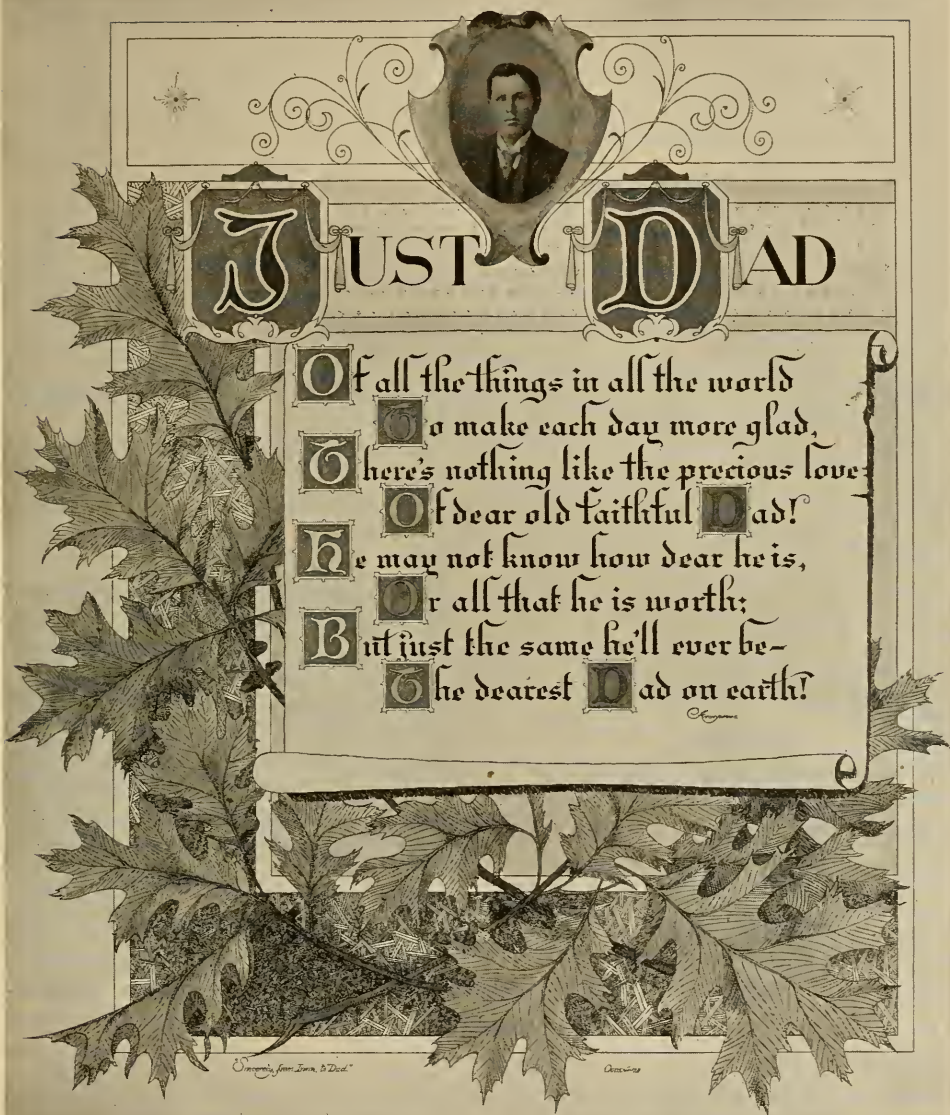
Specimen written by Mr. Thaddeus Emblem, Elmira, New York. Third Prize.

*Four score and seven years ago  
our fathers brought forth upon  
this continent, a new nation, conceived  
in liberty and dedicated to the proposition*

*Nash Motors Co. Van & Schenck  
New York, N. Y.  
Radio Cavalcade  
Mixing penmanship and radio*

WONNELL 7, 26, '27 10:15 P.M.

By A. M. Wonnell, Cincinnati, O., the skillful, well known supervisor.



The above was made by Irwin Ogden, a student in the Zanerian College of Penmanship, Columbus, Ohio. The background, initial letters, the different panels and leaves were in colors.

Mr. Ogden is a very painstaking, careful student.

*Education commences at the mother's knee, and every word spoken within the hearsay of little children tends towards the formation of character.* \_\_\_\_\_ Hosea Ballou

Written by Miss Velmah Lynn, who is attending the Zanerian College of Penmanship, Columbus, Ohio. Few women can write this style as well as Miss Lynn.

*The tongue is not the only way,  
Through which the active mind is heard,  
But the good pen, as well can say,  
In tones as sweet, a gentle word.*  
A. E. Reeser

The above specimen was written by A. E. Reeser, 1503 N. George Street, York, Pa.

# THE Business Educator

Penmanship  
Business

Engrossing  
Education



February 1928

Zaner-Bloser Company,  
Columbus, Ohio.

The above sketch was made by T. C. Patterson, an instructor in the Chillicothe, Mo., Business College. Mr. Patterson states that he finds a very large demand for engrossing and drawing and advises persons interested in this work to prepare in it.

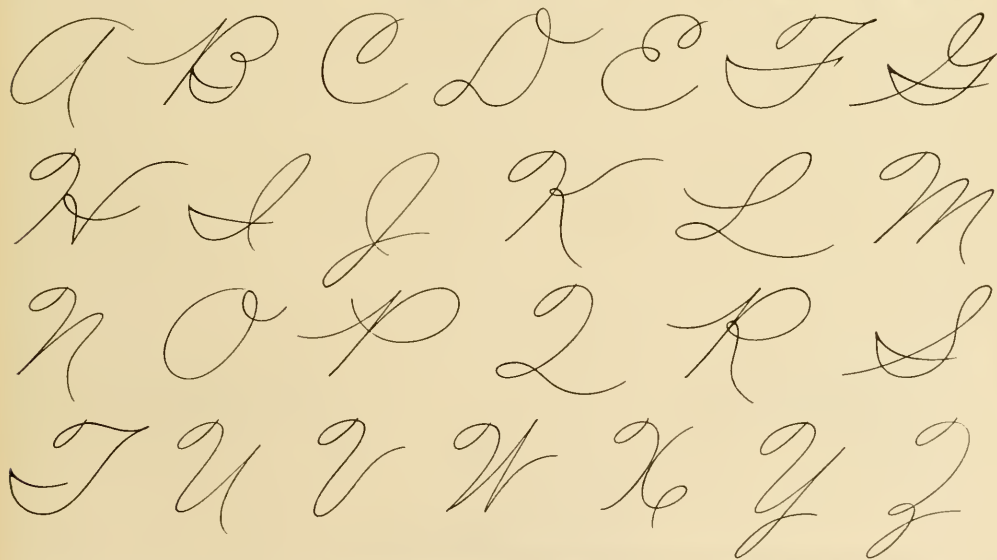
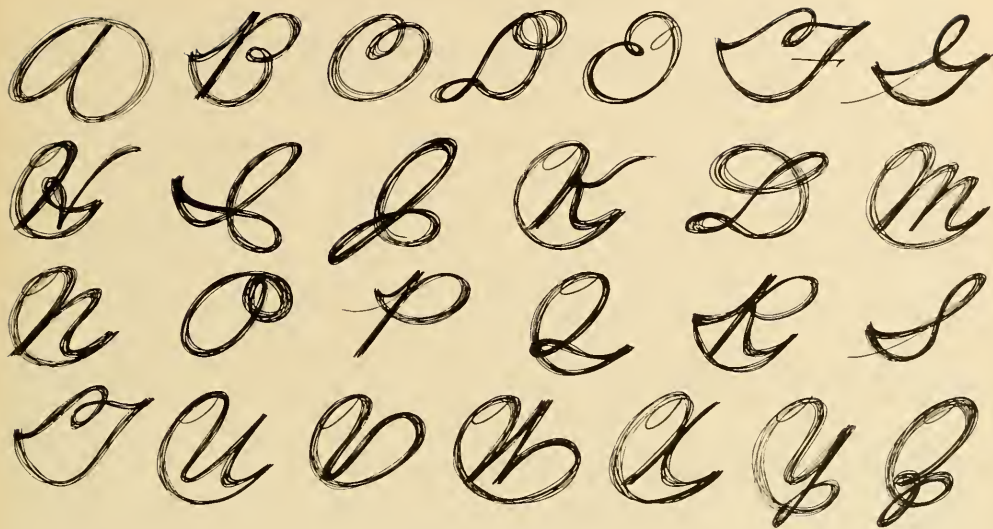
Respected Sir,  
Feb 7, 1928  
Dear Sir,  
I have received  
the new catalogue of your school  
and thank it as complete in-  
every detail. It is the finest  
thing of its kind that I have  
ever seen. I wish to congratulate  
you!  
Sincerely yours,  
W. H. Morgan

The above beautiful letter was received from W. H. Morgan, who is a skillful penman.

*L. J. Brunet*

Lord Selkirk School, Winnipeg, Man., Can.





By PARKER ZANER BLOSER

The eight times around retraced alphabet above was made with a vigorous, continuous movement, and if properly practiced will greatly aid in mastering the companion alphabet below it.

Both alphabets were purposely made quite large in order to cultivate considerable scope or reach of movement.

A certain amount of practice on large forms like these with a free, forceful movement is very helpful to penmanship students in acquiring a rapid, legible handwriting.

No doubt many penmanship teachers in the past have made a mistake by drilling too much on certain movement exercises. However, we believe that practically all will agree that a proper attempt to make these alphabets at the right time in the students' penmanship course, cannot prove otherwise than highly beneficial.

The same may be true of the numerous other exercises; all are good if not overdone and if properly practiced at the right time.

Then letters of both medium and very small sizes can also be practiced with splendid results. There are some teachers who believe in making exercises of words and sentences by writing them over and over again by retracing them and then without retracing. Try this plan also. Each no doubt has its merits.

P. Z. has never before tried the retraced alphabet and was surprised at the control and confidence in movement its practice gave him.

Next month look for the small letters and figures retraced and otherwise.

## Supplementary Business Writing

By C. C. LISTER, Maxwell Training School for Teachers, New York City

If you will call your troubles experiences, and remember that every experience develops some latent power within you, you will grow vigorous and happy, however adverse your circumstances may be.

Manners impress as they indicate real power. A man who is sure of his point, carries a broad and contented expression, that everybody reads. And you cannot rightly train a man to an air and manner. Nature for ever puts a premium on reality.

*G. Bower*

*J. H. Hall*

*R. S. Baker*

*J. S. Carter*

*J. R. Roberts*

By F. B. Courtney, Detroit, Mich.



# MENTAL MEANDERINGS

By CARL MARSHALL, Route 1, Box 32, Tujunga, Calif.

If you could examine the result, when the present meanderer expresses himself through the mediumship of a pen (which, happily, is but seldom a *Penman*?), you would decide that he must have his nerve with him, when he sets out to write an article on writing. The folks who had the job of teaching me to write my mother tongue, made at least two mistakes: first, they did not teach me young enough, and, second, they did



not go about the job in the right way. But the fact that I was thus "spoiled in the making" although it effectually kept me from becoming a real penman, does not keep me from being tremendously interested in the cause of good writing, and the fact that I never succeeded in becoming even a fair penman myself, has not kept me from scoring a fairly good half-century record as a teacher in boosting said cause, whenever opportunity offered. Even now, as I am enlivening my declining years teaching this little country school out here in the California mountains, every one of my kiddies from the youngest up, has daily practice with the beautiful Zanerian script, which is officially adopted in this state. Furthermore, the older ones all have back numbers of the *EDUCATOR* in their desks, and whenever there is a slack time between lessons, with nothing more urgent in hand, these magazines are brought out, and the youngsters have fun practicing some of the beautiful forms that have been put on the pages by such pen wizards as Lupfer, Doner, Mills, and others of the galaxy of stars.

I began doing this sort of thing away back in the seventies, and I mention it here just to show you where my heart is, and make it clear to you, perhaps, that I have done some thinking myself on the educational and social value of good writing, and how to learn to do it, even though my own personal penmanship is chiefly useful as a "horrible example" to show my pupils vividly how not to do it. I never taught a school yet, in which I did not feel that I had failed unless I had turned out at least a dozen pupils who could write better than the teacher.

In most schools, I have found a group of young folk, who had begun to do a little thinking for themselves, who were asking such questions as these: "Why bother so much about mere writing? If a person's writing can be read, what difference does it

make, whether it is pretty or not? Isn't the time spent in doing these movement exercises, 'Spiral spring' stuff, and other crylucies, mostly wasted? Are they any good except to people who are going to be professional penmen"? And, then they generally wound up with this clincher: "There was Ben Franklin and Washington, and Lincoln and Horace Greeley and Teddy Roosevelt; none of them could write much, but they all seem to have rung the bell."

It was not always easy to answer these hecklers effectively, especially, as there are a lot of people outside the school circle who have pretty much the same attitude toward good writing. There ARE a lot of great names in the world whose owners could not even write the names themselves so they could be read by anyone unfamiliar with them. Get hold of any collection of famous poems and other literary gems, that have been printed in facsimile, and see how many of them you can read without a typed translation. As penmanship, most of the stuff does not score much above the Third Grade. Obviously, you can't prove the efficacy of good writing from the great names in literature, or politics or the professions. Even lawyers, doctors and editors, whose writing, one might think, would *have* to be accurate, as a rule, write abominably. If the case had to rest here, the advocates of good writing would lose their cause. But it does not rest here.

To begin with, the great men who could not write decently were not famous or successful **BECAUSE** they could not write, but in spite of the fact. Nobody but a hopeless notwit would argue that it is an *advantage* for a man to be unable to write well! On the other hand, history is full of instances in which the ability of a man to write well has been the making of him. There was Alcuin, the great teacher at the court of Charlemagne, who would never have been heard of by the great emperor, but for the beautifully illuminated manuscripts that the young monk had turned out at the monastery at York. A more recent instance, is that of Jefferson. He was the youngest and least important of the five men appointed to draft the Declaration of Independence, and he was given the job of making the first and subsequent drafts of the immortal document, because he was the only member of the committee who was a good penman. It was because young Jefferson was handy with the pen, that his name has come down to us as the "author" of our great liberty charter.

But the cause of good writing

rests on a broader basis yet. It is agreed among mankind, and has been so agreed since the dawn of civilization, that all things that are to be done at all should be done WELL. Why should so important a matter as writing be an exception to this law? What would be thought of an artist or a draughtsman or an architect, who should ignore technic, and do his work "any old way" so long as it was done? Or how far would a musician get, who should conclude that it does not matter whether he sings or plays in tune or out of tune? The argument for good writing is the same as that for any other good work. There was a time when the world's art and music and literature was crude and poor, but that time went by. The coming of men like Raphael and Michelangelo and Drurer and Rubens changed all that. The love of beauty and harmony is innate in the human soul, and the exquisite penmanship of men like Spencer, and Zaner and Madaraz, is already influencing the writing of this generation, just as the unprecedented beauty of the brush work of the great artists of the Renaissance revolutionized the art of Europe, in the Fifteenth Century. People are coming to appreciate the beauty and elegance of good writing, just as they are acquiring a better taste in dress, home decoration, and mannerly conduct. We are likely, to reach a period before very long when one will be as ashamed of crooked, crabbed, ugly "hen-track" writing, as he is of bad English, boorish manners, slouchy dress or any other badge of social inferiority.

Despite the advent of the typewriter, and the stenographer and the dictophone, all of us will have to go on doing more or less writing with the pen. It will be some time, before such intimate matters as love letters, messages of condolence, inscriptions in gift books, and signatures will be type-written or dictated to a stenographer. And the better that people learn to write, the more beautiful penmanship there will be, and the more our hearts will be gladdened by the writing of our friends that we are proud to keep because of its being a thing of beauty.

There are other and more important considerations, of course. The ability to handle a pen deftly in the matter of drafting important and private documents, making headings and interlineations, and drawing up legible, pen-written statistical summaries for the Chief will continue to be the best recommendation for an efficient clerk or under-secretary. Every big business administrator knows that the man who is careful and accurate with a pen, is likely to be careful and dependable in other matters.

There is a wide and still broadening field, also for good teachers of penmanship, who are, themselves good penmen. The American people are already "sold" on the idea of good writing in the schools, and it is more and more being keenly demanded in

(Continued on Page 32)



## PUPPY LOVE

By C. R. McCANN,  
McCann School of Business  
Hazleton, Penna.

"Did yez hear that Mary McCarthy's baby died this morning?" spoke up Mrs. Brogan to Widow Hogan in the village store.

"Some one said the other day that the little creature did not receive the same attention as it did before Bob went away," came the quiet answer from Widow Hogan of Speak-easy fame.

"I'm thinkin' that Jigger is to blame for a whole lot of this trouble. He is a regular divil when he gits goin'. Just imagine him preventin' Bob from seein' his own little child. If more parents would invite their girls to have their fellows home and treat them better, there would be less weepin' and wallin' and gnashin' of teeth later on when it is too late. Instead many drive their children to do the very thing the parents don't want



them to do by telling them the opposite. I told my girls to bring their fellows home all they wanted to and I think they turned out about as fine as the next ones. They all got men with good jobs around the mines and I told them that if they couldn't get along with their husbands that they should not come back home and pester me about their little scraps. The idea of Jigger always yellin' so everybody could hear him, 'I'll break every bone in yer body,' then makin' poor Bob the laughin' stock of the town. This would drive anybody to drink. They say he has gone completely on the rocks since he left the town. No one knows where he is."

This was a long speech for Mrs. Brogan to make, but she had been a close neighbor and knew that Widow Hogan had heard the other side of the story in her speakeasy, from the lips of Jigger.

Time went on swiftly and weeks passed into months and it was whispered about the little town that Mary was not the girl she had been. She seemed to have lost hold of herself completely. In other words she had started to drink and carouse around. This was soon aired by the women folks and when the village gossips gather the scandal — not much left for those who are in the frying pan — they are doomed whether innocent or guilty. And women have the reputation of being catty. The nature of a woman seems to thrive upon gossip.

Old Jigger had been hearing some things and one night as Mary came in a little later than usual, was down stairs to meet her.

"Where have yez been so late

Mary?" inquired the paternal ancestor.

"I was at the dance and we missed the last car, so one of the boys brought me home," quickly replied Mary.

This was an old one for Jigger and has been used thousands of times before and no doubt will be used thousands of times after this affair has ceased.

"Mary, I'm hearin' things about yez," interrupted Jigger.

"Now what have I done? Are you listening to all those old clucks in the Patch about this and that? If I am, you have driven me to it," replied Mary hotly as she had her father's temper.

She had hardly spoken the last word when Jigger "opened up" on her with a right and crossed it quickly with his left and Mary was listening to the birdies that sing so sweetly for the defeated prize fighters.

"I'll never have a daughter of me own speaking to me that way," was all Jigger would say when Men heard the racket and hurried down the stairs.

The next morning Jigger went to work at the mines and Mary did not get up until nearly noon. Her mother thought she needed a little rest after the night before.

Mary had not been sleeping after those terrible blows but was busy packing her few belongings and came down all dressed and ready to take the train for a large city.

"Now where are ye goin' me pretty lady?" inquired the mother.

"Mother, I can stand some things but I can't stand this treatment that I get off Pop any longer. I am going to the City and I'll always think kindly of you, Mother dear, but that old scamp will drive any child to drink if she listens to him," was the reply from Mary.

With that she was off and caught the train and in a few hours was in a large city where many other girls have gone — some never to return — but one wonders sometimes why a girl takes this attitude.

When a girl gets down and out, it is very hard for her to stage a comeback. There is an old saying, "They Never Come Back." It is a true expression if there ever was one. If a boy tries to make a comeback, he is received with open arms and everything is done to help him succeed but just let a girl try it and women especially delight in stepping on her and driving her still deeper in the mire. This is one of Life's problems and will always be the same.

Many fathers drive their children to the very thing this old Jigger has done, little thinking of the harm they are doing at the time. It is true that children need discipline but there are many ways in which this may be accomplished. Sometimes fathers do more harm than good. Every child is a different problem — no two can be treated alike. Old Jigger had

driven Bob to drink and ruin and his own daughter was fast stepping in that direction — all because he was too bull-headed to think of other persons' likes and dislikes.

After two years of the "pace that kills" life, Mary accidentally ran into Bob. Neither recognized the other at first for they both had changed so much and had seen so much of the bitter life that saps the life blood.

"Mary, why don't you quit this life and straighten up?" spoke Bob rather feelingly.

"You are a fine example to preach to me!" came the fiery answer.

"I know it, but, I have seen more than you and I love you too much to see you go on the rocks as I have done. There is no hope for me. I have suffered the ravages of disease and booze all because your old man couldn't see me. Maybe I was wrong but he could have helped me right myself," sermonized Bob.

"Maybe you are right, Bob, I'll turn over a new leaf and start life all over again — all for you," answered Mary thoughtfully.

With that Bob took her to Sisters of Mercy where she was to start all over again. Bob kissed her cheek tenderly as he left her. Little did she know that would be the last time she would ever see him again. The next morning he was found floating in the muddy waters below the falls.

Mary soon reclaimed herself because she became associated with persons who were of the finer caliber morally and she soon secured a position as a stenographer in a large Insurance Company's Office. She had brushed up for about six months in a Night School the work she had almost completed in the little Business College back home. Promotion came fast because she still remembered what the old teacher had told them one day in Salesmanship — "Hard work never hurts anyone — especially if he wants to succeed."

Later Mary married one of the executives of the office in which she worked and today she is a respectable married woman, living in a city far distant from her birthplace. She never went back home and long ago her parents gave her up as dead. Possibly the reason was the dreaded words, "I'll break every bone in yer body." The End

## R. R. REED

The new chairman of the Penmanship Department of the National Commercial Teachers' Federation.

Mr. Reed is the penmanship teacher in the Ferris Institute, Big Rapids, Mich. Our readers are familiar with Mr. Reed's skill with the pen.

Mr. Reed is already working on next year's meeting and desires the cooperation of all. Mr. Reed is a mighty fine man for the position, and the next meeting will go across with a bang if everyone gives him their support.

## The Growth of the National Association of Penmanship Supervisors And Teachers

CLARA REDECKER, Supervisor of Penmanship, Rock Island, Illinois

The National Association of Penmanship Supervisors was organized in Chicago, December, 1913, by a group of leading supervisors, and the first meeting following the organization was held in St. Louis, May 4-6, 1914, with Mr. J. H. Backenkircher of Lafayette, Indiana, acting as president. From the standpoint of its present size, the meeting was not large, with only sixty delegates from various sections of the country in attendance. But to those who had but recently entered the field, it filled a great need in all its varied features—social, discussions, lectures exhibits, and the great privilege of visiting the school rooms to see work in progress among the children.

This meeting "set the pace" for succeeding ones, which have all followed its general plan of organization, that of aiding teachers to secure practical help in everyday work. Subsequent meetings were held in Cleveland, O., (1915), Ft. Wayne, Ind., (1916), Chicago, Ill., (1917), Benton Harbor, Mich., (1922), St. Louis, Mo., (1924), Cleveland, O., (1926), and Philadelphia, Pa., (1927). Leaders of the Association have included the following well-known persons in the penmanship field: T. W. Emblen, Elmira, N. Y.; C. A. Barnett, Cleveland, O.; Elmer G. Miller, Pittsburgh, Pa.; Laura J. Breckenridge, Lafayette, Ind.; H. C. Walker, St. Louis, Mo.; F. O. Rogers, Ft. Wayne, Ind.; Ella M. Hendrickson, Lakewood, O.; Frank J. Duffy, Duluth, Minn. Mrs. Lettie J. Strobell, Pittsburgh, Pa., is the present incumbent.

During the World War, meetings were discontinued, and at the Benton Harbor meeting (1922) the plan of holding biennial conventions was adopted. This plan was followed until the Cleveland meeting (1926) when it was deemed advisable to return to the former plan of annual meetings.

Among the several conventions of the Association, all of which have had very helpful features, the Tenth Anniversary meeting held in St. Louis in 1924 has outstanding characteristics. It will be remembered as having featured debates by advocates of various methods of teaching primary writing, followed by free and kindly discussions. Dr. Frank Freeman of Chicago University, who has done a great deal of investigating in the subject of handwriting was present and gave the principal address.

At all of the conventions a prominent feature of the program has been an address by the Superintendent of Schools or his assistant. The music

departments of the several cities have graciously entertained at the sessions. Teachers whose rooms we have visited have given us a hearty welcome, and the spirit among delegates has been one of complete harmony and good feeling. This seems to me to be the influence that will live longest and yield the greatest returns in the entire organization.

The main purpose of the organization has been the inter-change of ideas relating to the teaching of penmanship. The N. A. P. T. S. represents all methods but exploits none; anyone may freely express his views, and his listeners may reserve for their own use such ideas and devices as they consider helpful. The purposes of the Association can be listed under four heads:

1. The establishment and maintenance of efficient and responsible supervision.
2. The improvement of educational conditions.
3. The advancing of correct procedure for teaching handwriting.
4. Conducting discussions of the problems of organization, administration, and supervision.

During the fourteen years of its existence, the Association has grown from a membership of sixty in 1914 to seven hundred ninety-three in 1927. At the Philadelphia meeting in April, 1927, a new Constitution was adopted. In order to include all teachers of penmanship, as well as supervisors, the name of the Association was changed to National Association of Penmanship Teachers and Supervisors.

The 1928 convention will be held in Oak Park, Illinois, April 25-27. Meetings will be held at the New Congress Hotel, Chicago; a day will be spent visiting the schools of the largest village in the United States—Oak Park, where Miss Alma E. Dorst, is Supervisor of Handwriting. Those who are following the affairs of the Association predict a profitable meeting.

## National Association of Penmanship Teachers and Supervisors

Several of the outstanding speakers and their subjects for the April meeting N. A. P. S. are:

Dr. Paul V. West—New York University—"The Supervisor as a Leader of Research."

Dr. A. S. Barr—University of Wisconsin—"The Development of Objective Procedures in Classroom Supervision."

Professor Franklin Bobbitt—University of Chicago—"General Principles of Supervision as Applied to the Work of Supervisor of Penmanship."

Mr. Glen Hoffhines—of Harris Trust and Savings Bank, Chicago—"Practical Penmanship from a Practical Point of View."

Miss Luella Chapman—Buffalo State Teachers' College, Buffalo, N. Y.—"The Responsibility of the Penmanship Instructor in Teacher Training Institutions."

There will be interesting discussions by some of the most outstanding penmanship supervisors in the United States on Prevalent Penmanship Problems.

A. Lucilla McCalmont,  
Chr. of Executive Com.

*Glenwood Springs, Colo.  
Zaner Flower Company,  
Columbus, Ohio!*

*Gentlemen—I am enclosing  
some specimens, which might do  
for filling, when nothing else pre-  
sents itself*

*You see I am getting a "kick"  
out of the Business Educator!*

*Very sincerely,  
S. P. Potter.*

The above letter was written by Mr. S. B. Potter, who is Supt. of Schools, Glenwood Springs, Garfield Co., Colo. Mr. Potter is not only skillful in business writing, but is quite skillful in ornamental, as well. We wish that more cities had Superintendents with as much penmanship skill as Glenwood Springs.



## Why Arm Movement Writing

[This article which appeared in the *Latrobe Bulletin* was written by Laura Shallenberger, Supervisor of writing in the public schools of Latrobe, Pa. This article is one of a series of articles prepared by the teachers of the public schools of Latrobe with the view of familiarizing parents with the work being done in the various subjects in the public schools.]

Supervisors of handwriting over the country could do much toward increasing interest in handwriting by informing the public of the work they are doing.

Miss Shallenberger is an enthusiastic Zanerian having received her penmanship training in the Zanerian College.]

Is writing essential? You may frequently hear it said that since the advent of the typewriter and its very general use, handwriting has lost its significance. But the makers of steel pens tell us that they manufacture and sell more steel pens than ever before. Because the writing machine has become so common, handwriting must be done more acceptably than before.

Not only is good writing needed in the commercial and social life, but it is needed in the school life. Writing is one of the most important studies in school life because it is used in the recording of all other subjects. To be educational, it must be free and rapid. The hand must keep pace with the thought movement, or it is not real writing. The need of good writing in the first eight years of school life is well worth the effort it takes to master it; afterwards, it is a business and social asset—it is never a liability. The hygienic position acquired while practicing arm movement writing, alone pays for the time spent in

teaching this subject.

Arm movement writing means good healthful posture, straight spinal columns, eyes far enough away from the paper for safety, and both shoulders of equal height. It is impossible to do good arm movement in twisted, unhealthy positions, or with stiff and rigid muscles. But poor body position and cramped muscles usually accompany finger movement writing.

In finger movement the letters are formed by the action of the thumb and first two fingers, while the hand is moved forwards in a series of jerks after the formation of every three or four letters. This cramped position of the hand, which is caused by holding the pen or pencil too lightly and by the desire of the writer to make as many letters as possible before moving the hand, is very tiresome to the writer and usually results in uneven, unsymmetrical, and often illegible writing.

Arm movement writing is writing in which the power to write comes from the muscles above the elbow. The movement is controlled by resting the arm on the muscle pad in front of the elbow and on the tips of the third and fourth fingers.

Why teach arm movement writing? What are its advantages? Two of these have already been mentioned: (1) a healthful body posture with relaxed muscles (2) conservation of eyesight. Other advantages are, ease in writing and beauty of form. The muscles above the elbow are large and strong, with abundant power to move the pen without being tired. Because of this abundant power, the handwriting is (1) smooth and graceful; (2) swiftly executed; (3) uniform in slant; (4) easy to read. The average person who has not been taught arm movement writing, writes at only

a fraction of the speed which is possible to most of those who have been taught arm movement.

Most persons who are cited as rapid finger-movement writers, are those who were once trained in arm movement and who acquired through this training the position of the hand and arm which makes possible the speed they attain. They use, also, a considerable amount of arm movement. Arm movement writing does not mean that the fingers have no part in forming the letters. Few teachers of writing would insist that the fingers should do nothing but hold the pen. A method of writing by which the arm muscles are used for the fundamental movements, with the fingers slightly assisting in the formation of letters, is productive of better results than a method that makes use of the fingers alone; a little finger movement is used by most arm movement writers.

It has been clearly demonstrated that while high school students and many eighth grade students can learn readily from the same methods of instruction as used in teaching penmanship in business schools, these same copies, instruction, and method do not secure such good results when applied to the lower grades. Just as in other subjects it is a mistake to try to teach all ages of children from the same text, so it is a mistake in teaching writing. Nearly all psychologists, primary supervisors and students of primary education, are agreed that large writing for little children is best for health and easiest to learn.

Some people seem to think writing is a gift. It is no more a gift than any other branch of study. Anyone under normal conditions can acquire a free, easy and legible handwriting, if he is willing to devote a little of his spare time to practice. The way one writes is largely determined by how he wishes to write. If the desire is strong enough the writing will improve.

By H. J. Walter, our good friend from Winnipeg, Man., Can.





## Eastern Commercial Teachers' Association

(Continued from Page 7.)

- Dick Carolson, La Salle Extension University, Chicago, Ill.—5 min.
- What is the technique employed for measuring stenographic output in the classroom?  
Speaker to be announced.
  - What is the technique employed for measuring stenographic output in business?—10 min.  
Mr. William Harned, Head of the Shorthand and Typewriting department, Columbia University, New York City.
  - What is being done or might be done to stimulate a closer relationship between the classroom and the office in the matter of such standards and measures of efficiency?  
Miss Maude Smith, Chairman of Shorthand Department, Yonkers School of Commerce, New York.
  - Just where is the line of demarcation between secretaries and stenographers? What should be the essential difference in training?  
???
  - Dr. E. G. Coover, Author of *Wiese-Coover Typewriting Text*, and Prof. of Psychology, Standard University, will speak on a subject which he will select.
- Economics and Social Studies Section:* Chairman, Lewis A. Rice, Commercial Education, State of New Jersey.
- Address: Research as Applied to Commercial and Industrial Relations.
- Martin Dodge, Manager, Industrial Bureau Merchants' Association of New York City. 2:15-2:45
- Addresses: Research Materials for the Commercial Teacher.
- Economics and Research.  
Willford I. King, Ph. D., Research Staff of the National Bureau of Economics Research, New York City 2:45-3:00
  - Marketing and Research.  
William G. Schneider, Research Department, Copper and Brass Research Association, New York City 3:00-3:15
  - New Materials in Commercial Law.  
William R. Curtis, Atlantic City High School, Atlantic City, New Jersey 3:15-3:30
  - Development of the Port of New York—An Example of Geographical Research.  
Billings, Wilson, Deputy Manager in Charge of Port Development, New York Port Authority 3:30-3:45
- Conference Hour on Research and Other Classroom Problems—3:34-4:45—Five Minutes Presentation by Murray L. Gross, West Philadelphia H. S., Administration, Philadelphia, Pa.; W. L. Kreibel, Pierce School of Business Administration, Philadelphia, Pa.; Dr. Lohel Hall, Bay Ridge High School, New York City; Arnon W. Welch,

Esq., New York City; William O. Taylor, High School of Commerce, New York City; Mathew A. Lynaigh, White Plains High School, White Plains, New York, and Others.

*Administration Section:* Chairman, Dr. E. G. Blackstone, University of Iowa, Iowa City.

Address: Research as Applied to Curriculum Building in Teacher Training.

Dr. Ambrose L. Suhrie, New York Univ., New York City 2:15-2:45

Addresses: Research Materials for Commercial Teacher Training Institutions.

- In Studies of State Certification Requirements 2:45-3:00  
Mr. J. O. Malott, Specialist in Commercial Education, Bureau of Education, Department of Interior.

- In Studies of Supply and Demand of Commercial Teachers 3:00-3:15  
Mr. John J. W. Neunew, Theodore Roosevelt High School, New York City.

- In Studies of Commercial Teacher Training Curricula 3:15-3:30  
Mr. Herbert Tonne, Lafayette Junior High School, Elizabeth, New Jersey.

- In Studies of Comparative Qualifications of Commercial Teachers and other Teacher Groups.  
Miss Elizabeth Baker, Commercial High School, Atlanta, Georgia.

Conference Hour on Problems of Commercial Teacher Training:

- What are the steps in the process of determining occupational opportunities in a given city? 3:45-4:00  
Prof. F. G. Nichols, Graduate School of Education, Harvard University, Cambridge, Mass.

- What steps should be taken to secure recognition for commercial teacher training courses in colleges and universities? 4:00-4:15  
Dr. Edward J. McNamara, Principal, High School of Commerce, N. Y. C.

- How many years of training be required for the adequate training of commercial teachers?  
Mr. Clinton A. Reed, Supervisor of Commercial Education State Department of Education, Albany, New York.

- What books, magazines, and research services of business and schools are available for commercial teacher training research workers? 4:25-4:35

- What are some important research problems that need first attention in commercial teacher training?  
Mr. John V. Walsh, Morris High School, New York City.

*Retail Education Section:* Chairman, Dr. Norris A. Brisco, New York University School of Retailing.

Address: 1. Research as Applied to the Retail Business.  
Miss B. Eugenia Lies, Director of the Planning Department, R. H. Macy & Company.

## Addresses

- Research Materials the Retail Education.

Dr. David Rankin Craig, Assistant Professor, The Research Bureau for Retail Training, University of Pittsburgh.

- Symposium on Retail Education.

"Making Store Contracts"  
Miss Margaret Jacobson, West High School, Rochester, New York.

"Placement of Students"  
Miss Maude McCain, Theodore Roosevelt H. S., New York City.

"How the Teachers of Retailing May Assist the Merchant in Training His Employees"  
Miss Grace Griffith, Elmira Free Academy, N. Y.

"Progress of Retailing Education in High Schools in 1926"  
Miss Isabel Graig Bacon, Special Agent, Retail Store Education, Federal Board for Vocational Education.

PENMANSHIP SECTION: Chairman, John G. Kirk, Director of Commercial Education, Philadelphia Public Schools, Philadelphia, Pa.

Address: Needed Research in the Teaching of Penmanship in Commercial Schools ..... 2:15-2:45

Dr. Paul V. West, School of Education, New York University, New York City.

Addresses: Research Materials for the Commercial Teacher.

- In Penmanship ..... 2:45-3:00  
Clarence S. McKelvie, Director of Handwriting, State Teachers College, West Chester, Pa.

- In Handwriting Scales 3:00-3:15  
Speaker to be announced later.

- In Teaching of Penmanship ..... 3:15-3:45  
Dr. Frank N. Freeman, Professor of Educational Psychology, University of Chicago, Chicago, Illinois.

Conference Hour on Research and Other Teaching Problems 3:45-4:45

- Should we expect classroom teachers to be research workers?  
Dr. Joseph S. Taylor, President, New York Society for the Experimental Study of Education, formerly District Superintendent of Schools, New York Public Schools, New York City.

- What are some important research problems that teachers may help to solve?  
M. A. Travers, Director of Handwriting, Elizabeth Public Schools, Elizabeth, New Jersey.

- What books, magazines, and research services of business and schools are available for teachers of handwriting?  
Michael J. Ryan, Instructor in Penmanship, The Peirce School of Business Administration, Philadelphia, Pa.

- Problems for Discussion.  
a. What standards of form in penmanship are practical and

(Continued on Page 22)



### Primary Writing

By Mildred Moffett

[Miss Moffett's plea that the child should be given as fair a start in handwriting as he is given in reading, he being entitled to the latest results of scientific research in this branch as well as in other branches, is to the point and should receive consideration. Why discriminate against one branch in favor of another? Where handwriting is given similar attention to that given other branches similar results are secured].

Primary Writing the country over is such a variable quantity, uncertain in fact, that I question seriously whether most Primary Teachers correctly view the purpose of the daily writing performance.

As near as I have been able to determine by casual conversation and class room visits with Primary Teachers many of them have the erroneous idea that it is impossible for a child to learn to write freely during the first two years. The various school exercises which our crowded curriculum forces them to have the children write.

Recently through scientific study of the Child's Way of learning to write, we find that if the same care and attention to individual instruction is employed in the teaching of Writing that is now almost universally true in teaching Primary Reading, there need be no doubt in the mind of any teacher about her pupils being able to learn to write fluently enough to serve the daily lesson needs after the first three or four months in school.

Where children are encouraged to believe they can learn to write "real words" and later use them in writing stories we are securing results that would to some folks be almost unbelievable.

Where the beginning lessons are properly handled during the first two or three months, the average and above average child, as well as some of the weaker ones, will be able to greatly increase their writing vocabulary through the use of vocabulary cards now available for associate use with the text.

Many pupils whose interest in some types of "Busy Work" lags perceptibly after the first few days will play with their vocabulary cards profitably day after day with increased interest, thereby adding to their writing vocabulary and strengthening their reading and spelling vocabularies.

If the writing is properly presented during the first two months in the first and second grades you are safe in presenting to your pupils, the vocabulary or dictionary box, which ever you may choose to call it, explaining the use of the cards carefully. Some may need and want your help occasionally but many will in their play time master the new words independently for most part. The writing period may be used to help them overcome any little difficulties encountered.

Here is one message I should like to broadcast so that every teacher and superintendent might hear and profit thereby:

Until the act of writing has been fixed through the establishment of correct habits of visualization and motor control it is unwise to ask children to COPY selections from the blackboard or text, particularly when words entirely out of the child's range of vocabulary are included.

Since we do not expect children to read fluently, selections which contain words of which they have no knowledge is it reasonable to expect more of them in writing?

Let us teach the act of writing words as thoroughly as we do reading and the results of the right kind will surely follow.

### Getting Form

By J. H. BACHTENKIRCHER,  
Lafayette, Ind.

I have observed that many pupils do not make the standard r well, not because they do not know the correct form, but because they do not put in the necessary strokes and checks of the pen to give it the correct form. Not enough attention is given to the strokes and the time and blend necessary to make it.

As a device for overcoming these defects I have the pupils "block out" the letter showing the number of moves the pen must make. (See first and second letters in above illustration).

I find pupils making excellent improvement in the form of this letter and it is carrying over. I should like to know what the reader of the B. E. thinks about such "doins"

Miss Catherine E. Giles, of LeRoy, N. Y., has recently been appointed to teach commercial work in the Strathmoor High School, Detroit.

Dorothy Mae Fordyce of Parkersburg, Iowa, is a new commercial teacher in the Atlantic, Iowa, High School.

Mr. Gilbert S. Harold of New York has recently been appointed commercial instructor in The Drexel Institute, Philadelphia.

Mr. E. H. Gunther of Columbus, O., is a new commercial teacher in the High School at Lockport, N. Y.

T. M. Tevis, Chillicothe, Mo., favored us with some of his beautifully written cards. The cards are mounted in a folder and have a very beautiful appearance. The cards are well worth a place in any one's scrapbook.

### Eastern Commercial Teachers' Association

(Continued from Page 21)

attainable?

Raymond C. Goodfellow, Director of Penmanship, Newark Public Schools, New Jersey.

b. What are the measurable elements that determine legibility in writing?

Elizabeth Langdon, Supervisor of Handwriting, Binghamton Public Schools, Binghamton, New York.

c. What standards of position

in writing are practical and measurable?

Speaker to be announced later.

d. What are the standards of movement that are practical and attainable?

C. C. Lister, Director of Penmanship, Maxwell Training School, Brooklyn, New York.

e. How can good results be secured in quality, speed, and movement without the use of formal drills in developing movement.

Harry Houston, Supervisor

of Penmanship, New Haven Public Schools, New Haven, Conn.

f. Can pupils effectively grade their own handwriting product?

Ethel M. Weatherby, Supervisor of Handwriting, Camden Public Schools Camden, New Jersey, and Instructor in Methods of Teaching Handwriting, Palmer School of Business, Philadelphia, Pa.

g. How can teachers be economically trained to use a Handwriting Scale?

Lucilla A. McCalmont, Supervisor of Handwriting, Utica Public Schools, Utica, New York.



## Ancient Systems of Writing

By A. C. EVANS, Pasadena, Calif.

"The invention of writing and of a convenient system of records on paper has had a greater influence in uplifting the human race than any other intellectual achievement in the career of man. It was more important than all of the battles ever fought and all the constitutions ever devised."

Breasted's *Ancient Times*,  
Ginn & Co.

Had you been in the train of "King Tut" as he journeyed through his realm some 3300 years ago, you would have noticed two men, carrying between them a small box with leather handles, and perhaps another, who carried ink wells or a small desk with ink pots inserted in the top. Each would probably be carrying, slung over his shoulder a pot of water and a palette, in the cavities of which he kept his black and red ink. Along with the rest of his outfit would be the reed pens which he carried in a holder. These were the Egyptian scribes, for the Egyptians had learned to write long before King Tut-an-kh-Amen was laid in his tomb. A. H. Sayce, the noted authority on ancient civilizations says,—"The most remote antiquity to which we can go back was already acquainted with a perfected system of writing. It was used for literary purposes before Abraham was born in Ur of the Chaldees."

While there were no schools, such as we have today, in which young men might learn to be scribes, they could enter the offices of their fathers and, by imitating the work done there, learn to handle business forms correctly, for, as Wells points out in his *Outline of History*, writing was at first chiefly business writing. A father would be pleased to have his son become a scribe after him, for, while they were badly paid, they were free from military service and forced labor. Their lives were safe and they no doubt enjoyed some distinction as they were placed in a class with the nobles and priests. So, after some old pedagogue had taught a boy the alphabet, he would take up his practice in the office of his father or of some friend. Some of these exercises are still preserved and show the corrections written on the margin in a bold dashy handwriting.

Flinders Petrie calls the Egyptian writing the most beautiful in the world. You would expect to find a high civilization reflected in the handwriting of the people and Egypt was no exception. Considerable skill could be developed in the Egyptian writing as it was done with ink upon the pressed papyrus plant, which permitted freely flowing strokes, quite in contrast with the stone or clay of the Babylonians. (See illus-

trations.) The papyrus plant grew abundantly along the swampy water of the Nile and in other Mediterranean countries as well. Egypt was the chief source of supply. This plant grows to a height of ten or twelve feet and is several inches thick. The inner layers were used for the finer paper. Strips were cut lengthwise and laid side by side, with overlapping edges, upon a moistened table. Then another layer was placed crosswise of this and the whole pressed together, after which it was exposed to dry. After this it was beaten and then polished with a shell or ivory. Ten or twenty of these long sections were joined to make a roll. Upon this smooth surface the Egyptian scribe wrote with ink made probably from some vegetable gum mixed with soot. His pen was a reed cut so as to make a blunt point. "The Egyptian had thus made the discovery that a thin vegetable membrane offers the most practical surface on which to write, and the world has since discovered nothing better. In this way arose pen, ink, and paper. All three of these devices have descended to us from the Egyptians, and paper still bears its ancient name 'papyrus' but slightly changed." Breasted.

Babylonian writing developed in a quite different manner from that of the Egyptians because the Babylonians wrote upon clay or stone with a stylus. "On papyrus or parchment it is easy to make curved forms, but on clay, which was the all available material in the Babylonian plain, impressing lines is far neater than scratching them up, and the handy tool for making such impressions was a slip of wood with a square end. Hence all the curves tended to become four or five sided outlines and all the detail became built up of little lines tapering off to one end or digs with the corner of the stylus." (Flinders Petrie).

Maspero (Illustration 1) tells us that the Babylonians scribe was educated in somewhat the same manner as the Egyptian. "He learned the routine of administrative or judicial affairs, the forms for correspondence either with nobles or ordinary people, the art of writing, of calculating and of making out bills correctly. The scribes were always provided with slabs of a fine, plastic clay, carefully mixed and kept sufficiently moist to take easily the impression of an object, but at the same time sufficiently firm to prevent the marks once made from becoming either blurred or effaced. When a scribe had a text to copy or a document to draw up, he chose out one of his slabs, which he placed flat upon his left palm, and, taking in the right hand the triangular stylus of flint, copper, bronze or bone, he at once set to work. The instrument in early times terminated in a fine point, and the marks made



Babylonian Clay Tablets. Reproduced by permission of Records of the Past Exploration Society, Washington, D. C.

(Continued on Page 32.)





## LESSONS IN ORNAMENTAL PENMANSHIP FOR BEGINNERS

By L. M. KELCHNER, Seattle, Wash.

Nothing will help you so much in the way of improvement in penmanship as the ability to practice and confine yourself to one thing at a time. Do not scatter your practice too much, and do no careless, indifferent, haphazard practice, for every minute of such work makes you a poorer penman instead of a better one. From my personal observation I have found the above to be a serious drawback to nearly all beginners at first. You cannot afford to squander your time and energy in this way. If you cannot give it the critical study and painstaking, systematic practice, you had better devote your time and energy to something else. You must like the work and delight in the practice of it to realize the best results.

You can recall now one thing that you are quite skillful or adept in, one thing in which you are superior to the rest of your friends or chums, I care not what it may be, in athletics or games of any kind, which requires dexterity or skill? That will be what you like and love in doing. Inject the same life, snap, vim, vigor, dash, energy and spirit as you do in your games. If you will do this I am confident you will be delighted with your progress and improvement from time to time.

### INSTRUCTIONS

Do not use quite so much finger movement in making loops that extend below the base line. Some prefer making them entirely with the muscular movement. See to it that you make them full, as it will help to make them plain and legible, and in no way does it detract from the grace and beauty of the form.

Copy 98. Keep the down stroke as near straight as possible. Have the crossing come on base line. If you raise the pen in making the loop below the base line, do so just as you complete the letter.

Make as wide spacing as in the copy. There is a tendency to make the loops too long below the line. Go fast enough to secure delicate but firm, smooth lines.

Copy 99. Place the same number of words on a line as in the copy. Uniform slant and spacing. Take pains in dotting your i's and crossing the t's. Study, compare, and criticise.

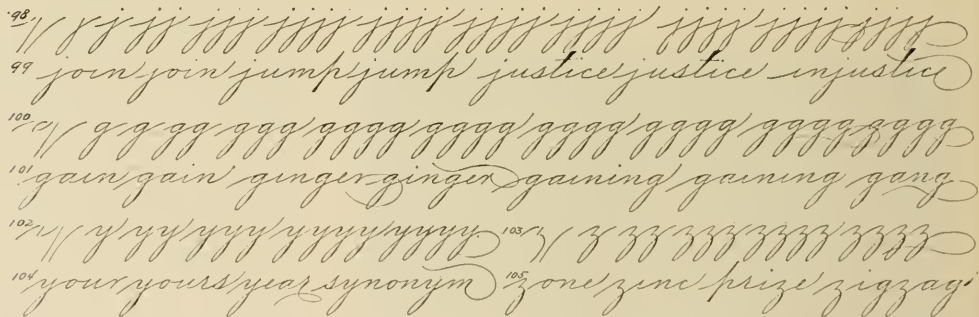
Copy 100. Make first part same as the small "a". Loop same as the "j." If you shade the down stroke for the loop, let it be a very light shade. You can make it without, if you prefer. I occasionally shade mine, as it adds strength and force to the down stroke. The down strokes must be made rapidly.

Copy 101. Look well to your spacing in all words. They will not look well unless uniform.

Copy 102. Make the first part of the "y" round at the top. See that both down strokes are on the same slant. Good, free movement and fine hair lines.

Copy 103. Make the first down stroke straight, and form an angle at the base line. Curve the down stroke for the loop. Use a free movement. Don't slight any of these loop letters.

Copies 104 and 105. Same matter on a line, as in copy. Where words are ended with a flourish, make the flourish with a free movement.



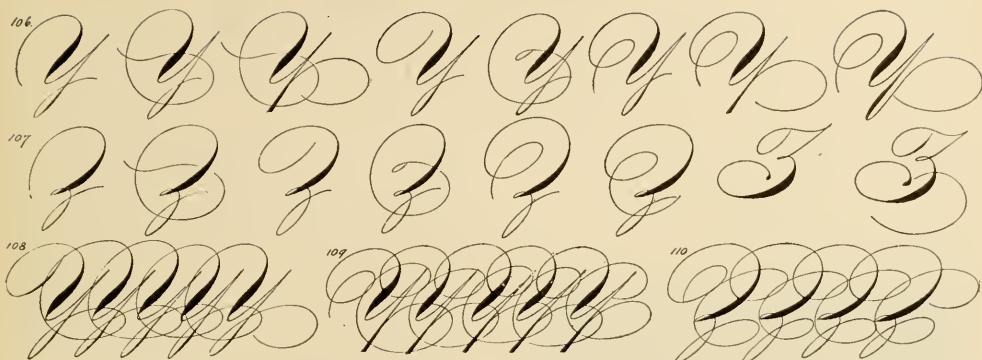
Copy 106. The swell for the shade in first down stroke should come at the center. Make the turn rather narrow but round at base line. Have the crossing for the loop come on the base line. Make the angle for the last part at the top. Free and graceful rotary movement.

Copy 107. Curve the down strokes. Notice how the loop is made at the base line. Some prefer raising the pen at the base line in making this letter. I would not do so unless it will help you to make the letter better. Write from fifteen to twenty lines of each copy before you change. Make the letter about the same size as copy.

Copy 108. You can raise the pen at the bottom of shaded stroke if you wish on this exercise. See to it that you get the lines joined if you do raise the pen. Good, free movement. Mine were made purely with the muscular movement.

Copy 109. Raise the pen at the bottom of the last down stroke, and make it as nearly square at bottom as possible. Don't shade the second down stroke too heavily. You must use a good, free movement for this exercise. Don't give it up if you do not get it just right at first. It may be new to some of you.

Copy 110. You can raise the pen at the bottom of shade if you like. Do not have the swell in shade to come too low. Smooth shades and fine hair lines. Free, rotary movement.



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## Reduced Railroad Rates

To Supervisors' Meeting, Chicago

When this is written, February 14, reduced fares have been granted on railroads covering practically the entire United States. The reduction is on the Certificate Plan, which provides that if 250 railroad Certificates are presented at Chicago, we shall ride home for half fare.

We can do it, if members will do these three things:

First, urge a large attendance at the Chicago meeting. You could well afford to go and pay full fare; but the reduced fare means that much more money in your pocket.

Second, go by train. Even though you might prefer to go by automobile, will you not consider those of us who live too far away to drive, and go by railroad? Every Certificate counts, provided the going fare is not less than 67c. You people in Illinois and Indiana and Wisconsin please remember this.

Third, ask for a Certificate when buying your ticket. It would be well to ask your ticket agent about rates and Certificates ten days before the date for the meeting. (He may not have notice of the reduction for a short time yet.) Ask for a Certificate even though you expect to return by another route and will not use it.

If any questions come up, write or wire the Secretary, Arthur G. Skeeles, 270 E. State St., Columbus, Ohio.

*Boost the Convention.*

*Come to Chicago.*

*Ask for a Certificate.*

A circular has been received from Howard and Brown, Rockland, Me., illustrating the beautiful diplomas which this company makes. Mr. Brown's work is always very beautiful.

# DATES IN DOCUMENTS

By Elbridge W. Stein

Examiner of Questioned Documents  
15 Park Row, New York City

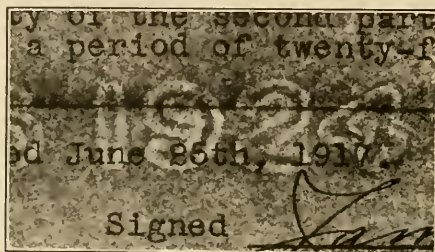
[Mr. Stein's first article appeared in our February issue. It's have a limited number of copies of that issue on hand.]

## ARTICLE No. 2

No definite and exact rule can be laid down by means of which all the age-telling things in a document can be

but one conclusion as to the genuineness of its date.

The age of a part of a document<sup>1</sup> is frequently a vital question. Alleged alterations,<sup>2</sup> interlineations or additions<sup>3</sup> make it desirable to know when certain parts of a document were written in relation to the time when other parts were written. Some of these inquiries relate to the foldings<sup>4</sup> or creasing of the paper, erasures<sup>5</sup> of all kinds, rubber and other stamp impressions, seals, punch holes, typewriting, and other writing with a pen. A microscopic examination of ink writing over a fold in the paper will reveal which was there first, especially if the folding has broken the paper fiber.<sup>10</sup> It can sometimes be determined which of two ink lines was put on the paper last;<sup>11</sup> also

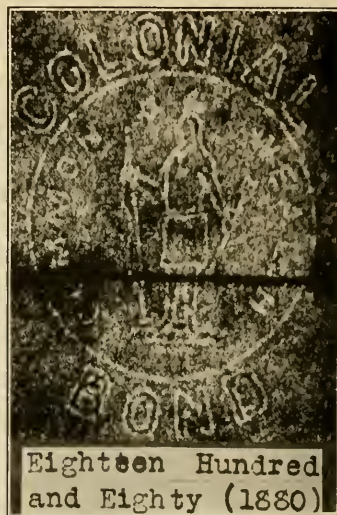


"1924" dated water mark in the paper of a contract dated 1917

found. Occasionally there are perfectly obvious things that can be discovered by any one who will look for them. A dated water-mark<sup>4</sup> in the paper on which a document is written, of a later year than the date in the document, requires merely a proper inspection of the document by transmitted light to discover it. However, many of the things which point the way to the detection of the actual age of a fraudulent document are not easily found and must be searched for with painstaking diligence. It should be understood that the age-indications in a genuine document are consistent with the time it was written, and the same searching examination of it will reveal that the materials used in its preparation and the physical traces of conditions at that time will point to the actual date it bears.

Signatures often have a date significance. A signature on a document may not belong to the year in which the document is dated. There are many writers whose signatures go through an evolution, and while the main characteristics of the writing remain permanent, there will be perceptible, fixed changes in superficial parts of it. Five years may show unmistakable modifications in a signature. These changes are the result of various causes; occupation, necessity for more rapid writing, physical debility from disease, accident or old age, or an intentional change made by the writer. The date on a United States warrant for the payment of money had been fraudulently changed from 1879 to 1886, but during this interim the attesting official had so changed his signature that it was unmistakable that he had not signed the warrant in 1886.

The date of a document may also be shown by the system or style of the handwriting or by the nationality which the writing discloses. When the writing in a document shows the nib marks of a steel pen and also shows the effects of the use of a blotter and it is dated in the era of the goose-quill pen and the sand shaker, there can be



Water mark in the paper of a contract dated 1880. Paper not manufactured until 1902

<sup>1</sup> Bass vs. Sebastian, 160 Ill. 602.  
<sup>2</sup> Bacon vs. Williams, 79 Mass. 525.  
<sup>3</sup> Ward vs. Wilcox, 64 N. J. Eq. 303; 51 Atl. 1094; Swan vs. O'Fallon, 7 Mo. 231; People vs. Doie, 122 Calif. 486.

whether an ink line is on top of typewriting or the typewriting is on top of the ink; whether an erasure preceded or followed ink writing;<sup>12</sup> or whether ink writing was added to a document before or after a rubber stamp impression was put on it. These important facts are sometimes the cardinal points in a case. The sequence of ink writing and pin or punch holes, or a seal impression may tell the comparative ages of two parts of a document. Indentations in the paper or ink off-sets from other writing, as well as the identification of the writer may be important elements in fixing the date when a document was

<sup>4</sup> Knight vs. Heath, 23 N. H. 410.  
<sup>5</sup> Wheeler vs. Ahlers, 189 Pa. 138; Oley vs. Hoyt, 47 N. C. 72.  
<sup>6</sup> In re Jackson's Estate, 215 New York Supplement 230.  
<sup>7</sup> Ballantine vs. White, 77 Pa. 26.  
<sup>8</sup> Jewett vs. Draper, 68 Mass. 434; Sharon vs. Hill, 26 Fed. 337.  
<sup>9</sup> Morse vs. Blanchard, 117 Mich. 37; In re Ho. kins, 172 N. Y.

360; Wenchell vs. Stevens, 30 Pa. Superior 527.  
<sup>12</sup> Hawkins vs. Grimes, 52 Ky. 257; Dubois vs. Baker, 30 N. Y. 355; Bridgman vs. Corey, 52 Vt. 1; 20 Atl. 273.  
<sup>13</sup> Boyd vs. Gosser, 82 So. 758 (Fla.).  
<sup>14</sup> Eisfield vs. Dill, 71 Iowa 442; 32 N. W. 420; Williams vs. Williams, 112 Me. 21; 90 Atl. 500.

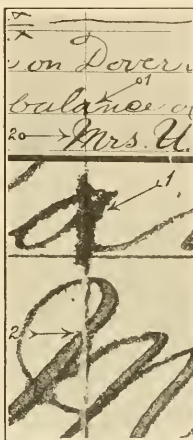


prepared. Some of the investigations regarding the sequence of writing give an inconclusive and unsatisfactory result but there are many instances in which the facts can be determined with positiveness<sup>13</sup> and shown to a jury in a way that the least qualified member can understand them.

"How old is the ink in a signature or other writing?"<sup>14</sup> is a frequent question. In fact, it seems as though ink is generally considered as the chief source of information concerning the age of a document, and in some cases it does tell the story.<sup>15</sup> The chief basis for determining the age of an ink line is its change in color after it is put on the paper.<sup>16</sup> It is common knowledge that ordinary commercial ink is blue when first written and it gradually becomes darker until its final depth of color is reached. This darkening process is rapid for the first few weeks and then continues more slowly for several years. The color of an ink line can now be definitely measured by accurate scientific instruments and even slight changes in color can be detected, so that if a document purporting to be ten or fifteen years old contains ink writing that is still changing to a darker color during a period of a few

tell, the age of a writing three years old and one written three years and four months ago. Such a claim is preposterous and when testimony of this character is proposed, the witness should be given some actual problems that are parallel with the question in the case on trial. There is about every court house abundant writing the exact age of which is known and which would make a fair test for the witness who assumes to determine the age of an ink line by bleaching it with chemical solution. If the tests are properly submitted to him, the unreliability of his methods can be demonstrated. The best evidence of the lack of confidence in this method by the witness himself is the fact that on some flimsy pretext or other he will refuse to make the test in court. There is no way to determine the age of typewriting or of a pencil mark by chemical tests.

Typewriting opens up an entirely new field from which to determine the age of a document.<sup>17</sup> It is not generally understood how significant and positive this information may be. A Civil War contract written on a typewriter could not be genuine because no practical typewriter was in use until many years after the war was over. In like manner there is a date before which no document could have been written on any of the various kinds of machines that have been put on the market. A document can be dated too early to have been written on an L. C. Smith, a Royal, an Underwood, a Woodstock or any other typewriting machine.<sup>18</sup> It is obvious that a machine could not be used before it was made.



"For balance of mortgage" added to a receipt after the signature was written and after it was folded. 1. Shows the ink in the fold of the paper. 2. Shows the fold broke the ink in the signature

Natural changes in a business signature between 1912 and 1926

months, it is positive proof that the document is not as old as it purports to be. It will be seen that if anything definite concerning the age of a document is to be derived from the ink alone, there must be an opportunity to examine the ink early in its actual life on the paper, and also to make later inspections at regular intervals.

Dilute hydrochloric acid, chloride of lime or other bleaching liquids will remove the color from an ink line, and upon the theory that an old writing will react to a bleaching chemical more slowly than a recent writing, there are those who claim to be able to determine the age of any writing. It would be a most valuable achievement if this could be done, but a thorough investigation of the methods shows that the results are not sufficiently accurate to be of value. A few zealous advocates of this chemical bleaching process make the extravagant claim that they are able to distinguish between, and actually

None of the typewriters of the present day came into use as a perfect unit but, like automobiles, have been developed through the years by a series of progressive changes and improvements. A larger number of these improvements affected the work done by the machine in a pronounced way, so that when the effect caused by the change is understood it can be determined definitely whether a document was written on a typewriter before or after certain significant factory changes were made.

(To be continued)

<sup>13</sup> In *re* Gordon's Will, 50 N. J. Eq. 397; 26 Atl. 266.

<sup>16</sup> In *re* Caitland, 112 N. Y. Supplement 718; *Savage vs. Bowen*, 103 Va. 540; *State vs. Smalls*, 63 Wash. 172.

<sup>17</sup> *Bartholomew vs. Walsh*, 191 Mich. 252.

<sup>18</sup> *Camble vs. 2nd Natl. Bank*, Mich. State Bar Jour. Vol. IV, No. 8.

## Zanerian College of Penmanship

### SUMMER SCHOOL

For Teachers, Supervisors, Penmen and those who desire to improve their Handwriting or Methods of Teaching.  
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Zanerian College, Columbus, Ohio.



# DESIGNING & ENGROSSING

By E. L. Brown  
Rockland, Me.

Send self-addressed postal for criticism,  
and stamps for return specimens

We present this month another lesson for both the beginner and the advanced student, including pen drawing and some very practical free-hand alphabets, suitable for marking, titles for diplomas, showcards, etc.

A thorough knowledge of the form and character of the letters is abso-

lutely necessary in order to make clean, snappy letters without tracing a pencil drawing, in other words, free-hand. The first two alphabets were written with a Gillott No. 170 pen, after ruling lines to govern the height. The shade or color on first alphabet gives it a certain degree of



**Resolved,** THAT I will try to master Pen Lettering

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 V W X Y Z & ABCDEFGHIJKL  
 MNOPQRSTU VWXYZ & COMPANY  
 abcdefghijklmnopqrstuvwxyz wyzse  
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**EDUCATION** IS AN ACHIEVEMENT,  
NOT A BEQUEST.

A FOOTBALL GAME DEARS THE SAME RELATION  
TO EDUCATION THAT A BULL FIGHT DOES TO AGRICULTURE.

Hubbard's Sayings.

*E. L. Brown 1917*



character, while the lines of second are generally uniform in thickness giving added speed in execution.

Always use Zanerian or other black ink and avoid writing fluids for fine lettering. The word "Resolved" was first carefully pencilled, including the spray of oak, the latter giving a fine decorative effect, desirable for many purposes. The third alphabet was made with a No. 2½ lettering pen. Finish this style with a common pen, including relief line. Make a hundred copies if necessary to note improvement. Continued practice will lead to speed and accuracy, when close attention is given to the form and character of the letters. We will repeat what we have said many times before, that uniform size and spacing are most important factors in lettering. Avoid carelessness—do your best at all times. Be critical—write—compare with copy—rewrite until improvement is made.

### Spray of Oak

This is an interesting study and deserves close attention. Make a pencil drawing first, aiming for harmony, balance, and color values. A Gilott 170 pen was used for color values in leaves and branch, and a courser pen for panel background. Observe the thickness and direction of lines used in the different tone values. Use solid black where necessary for the proper effect, and added strength and character.

This same design would be effective in wash and those advanced in brush and color work might use wash in-

stead of lines for developing light and shade values. Soft, delicate tones are more desirable for engrossed resolutions, but line drawings make better printing plates for general purposes. Send us some of your best efforts for criticisms and suggestions—either the pen drawing or the lettering, or both.



Emblem of the National Commercial Teachers' Federation submitted by the Penmanship Division.

## CRITICISM DEPARTMENT

J. A. Francis—Your ornamental penmanship is beautiful. We appreciate your compliment regarding our ornamental course. You can become a high class professional penman. Some of your capitals are really professional.

Use ruled paper. Penmen use regular ruled paper or rule pencil lines which can be erased. This will enable you to write straight and to center your attention on other details.

See if you can snap the tops of t's and d's off straight, making the letter neater. Open up the small e's and get a little more hook on your c's.

We hope to see more specimens from you.

## MISS HARRIS' FLORIDA SCHOOL

One of the most attractive catalogs which we have received lately comes from Miss Harris' Florida School, Miami, Florida. It is a school conducted by Miss Julia Fillmore Harris for girls. The school is limited to 30 which permits a close contact of the pupils with the faculty. Miss Harris is conducting a school of high standing and caters especially to people who spend their winters in Florida. The delightful climate and beautiful scenery are skillfully presented.

## NEWS NOTES

Miss Willa M. Dush, recently with the Gloversville, N. Y., High School, is now teaching in the Kansas State Teachers College at Pittsburg.

Miss Adeline Shemwell of Washington, D. C., is a new commercial teacher in the Union High School, Turtle Creek, Pa.

**THE HAUSAM SYSTEM OF PLAIN PENMANSHIP, COMPLETE**, is the most thorough treatise on the Pedagogy of Plain Penmanship published. It is cloth bound, 6 x 9 inches; contains more than 300 pages; nearly 400 illustrations; more than 200 questions and answers on Pedagogy, Position, Movement, Capitals, Small Letters, Numerals, and a complete course of 140 lessons in Plain Penmanship. All copies ordered by April 1, 1928 will be beautifully inscribed with the names of the purchaser and author. Price .....\$3.50

**THE HAUSAM SYSTEM OF PENMANSHIP** has been re-adopted the third time for all the schools of Kansas. Beautifully illustrated. Catalog free.

*J. C. Hausam*

Box 558A

Emporia, Kansas

Jan. 3 1928  
The Business Educator  
Columbus O  
Gentlemen:  
Upon my return to school today I found awaiting me that lovely little water-color from the brush of our dear Mr. Zaner. Knowing Mr. Zaner, as I did, I prize it most highly.  
Please accept my hearty thanks for this splendid little remembrance which will adorn a place of honor in my room.  
Sincerely yours,  
H. W. West

The above breezy, speedy letter was received from Mr. H. W. West, penmanship teacher in Rider College, Trenton, N. J., and gives a fair idea of the easy style which he uses in his every day correspondence work.



*A happy man or woman is a better thing to find than a five-pound note. He or she is a radiating focus of good will. We need not care whether they could prove the forty-seventh proposition. They do a better thing than that; they practically demonstrate the great theorem of the livableness of life.*

— Robert Louis Stevenson.

The above specimen was written by Mrs. Lettie Page Trefz, Assistant Supervisor of Handwriting, Indianapolis, Ind., Public Schools. Mrs. Trefz attended the 1927 Zanerian Summer School.

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Thoroughly experienced Commercial Instructor and School Manager desires a position. Good penman and highly successful penmanship instructor. Experienced in field work and school advertising. Would buy or lease school. Address Box 610, Care Business Educator, Columbus, Ohio.

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Young men or women to learn lettering. Good chance to become fine penmen.

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## A NEW PENMANSHIP ASSOCIATION

At Christmas time in Oakland, California, there was a new organization formed under the name of "Western Supervisors' Penmanship Association" which includes the following states: California, Oregon, Washington, Montana, Nevada, Idaho, Utah, New Mexico, Arizona and Wyoming.

The officers of the association are: R. E. Wiatt, President, Supervisor, Los Angeles, Cal.

Helen M. Roberts, Vice President, Deputy Supt., San Francisco, Calif.

Myrtle Palmer, Secretary-Treasurer, Supervisor, Oakland, Calif.

The first meeting will be held in Oakland, Saturday, April 21, in the Ethel Moore Memorial Building, 121 East Eleventh St.

The Business Educator offers hearty congratulations on the birth of this promising young Westerner and not only hopes for its health and success but predicts that it will grow strong and powerful, and accomplish great good in the cause of handwriting.

The Westerners are noted for their progressiveness and it is not surprising that the handwriting teachers and supervisors of that Great Western Empire desire an organization through which they can exchange their experiences and work out their problems.

We hope to be able to keep our readers informed regarding its progress and the work it accomplishes.

## NEW ZANERIAN COLLEGE CATALOG

Contains information regarding the

REGULAR WINTER TERM  
SUMMER TERM

CORRESPONDENCE COURSES

It's free to interested persons.

ZANERIAN COLLEGE  
Columbus, Ohio

## SIGNS OF SPRING

Written February 1. Within the last few days, our nominees have been taken in Detroit; Lockport, N. Y.; Springfield, Mass. Within two weeks calls have come from Atlanta, Philadelphia, Chicago, West Virginia, New York, Pennsylvania, Connecticut, Oregon. By the time you read this, calls will be coming fast. Today a man who was receiving \$1800 when he enrolled with us writes that he is now getting \$3900 in the last position we got for him. Another, receiving \$3000 when he enrolled in 1925, writes that he is now paid \$4300. We got the place for him. May we help you?

### THE NATIONAL COMMERCIAL TEACHERS' AGENCY

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| 12-inch plain grip, each.....  | 75c    |
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**LEARN AT HOME DURING SPARE TIME**  
Write for book, "How to Become a Good Penman," and beautiful specimens. Free. Your name on card if you enclose stamp. F. W. TAMBLYN, 406 Ridge Bldg., Kansas City, Mo.

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## CONTINENTAL TEACHERS' AGENCY

BOWLING GREEN, KENTUCKY



## ANCIENT SYSTEMS OF PENMANSHIP

(Continued from Page 23.)

by it when it was gently pressed upon the clay were slender and of uniform thickness; in later times the extremity of this stylus was cut with a bevel, and the impression then took the shape of a metal nail or wedge."

They wrote from left to right along the upper part of the tablet, and covered both sides of it with closely written lines, which sometimes ran over on to the edges. When the writing was finished the scribe sent his work to the potter, who put it in a kiln and baked it, or the writer may have had a small oven at his own disposition, as a clerk with us would have his table or desk. The shape of these documents varied and sometimes strike us as being peculiar: besides the tablets and bricks we find small solid cones, or hollow cylinders of considerable size, on which the kings related their exploits or recorded the history of their wars or the dedication of their buildings. This method had a few inconveniences but many advantages. These clay books were heavy to hold and clumsy to handle, while the characters did not stand out well from the brown, yellow, and whitish background of the material; but on the other hand, a poem, baked and incorporated into the page itself, ran less danger of destruction than if scribbled in ink on sheets of papyrus. Fire could make no impression on it; it could withstand water for a considerable length of time; even if broken the pieces were still of use; as long as it was not pulverized, the entire document could be restored, with the exception, perhaps, of a few

signs or some scraps of a sentence."

"The inscriptions which have been saved from the foundations of the most ancient temples, several of which date back forty or fifty centuries are for the most part as clear and legible as when they left the hands of the writer who engraved them or the workmen who baked them. It is owing to the material to which they were committed that we possess the principal works of Chaldean literature which have come down to us. Poems, annals, hymns, magical incantations; how few fragments of these would ever have reached us had their authors confided them to parchment or paper, after the manner of the Egyptian scribes! The greatest danger that they ran was that of being left forgotten in the corner of the chamber in which they had been kept, or buried under the rubbish of a building after a fire or some violent catastrophe; even then the debris were the means of preserving them, by falling over them and covering them up. Protected under the ruins they would lie there for centuries, till the fortunate explorer should bring them to light and deliver them over to the patient study of the learned."

*Maspero's Dawn of Civilization*  
(Reprinted by special permission of the Society for Promoting Christian Knowledge and The Sheldon Press—London).

Great numbers of these Babylonian tablets have been found and are now kept in our museums. At the University of Pennsylvania is the oldest, dating back to 4500 B. C. The library of Assurbanipal is estimated to have had 30,000 tablets or books, varying from an inch to a foot in length.

## The Second Chicago Summer School of Correlated Handwriting

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## MENTAL MEANDERINGS

(Continued from Page 17.)

every up-to-date community. Study the careers of the young supervisors of writing who in recent years have taken important positions in hundreds of our cities, and see if the profession they have chosen has not been worth while.

So, you busy boy or girl anywhere from Vancouver to Florida, or from Maine to Arizona, who are using up quires of paper weekly, making yourself a better writer, don't get discouraged, or let anybody tell you that you are wasting your time. Have you ever noticed how many birds there are whose chief mission in life seems to be to stick around and tell hard workers that their work is not likely to amount to anything? Of course, we go ahead and pay no heed to them, but, just the same, we would like to chuck them through the window. So, keep at it. For anything you know, there may be the making of a super penman in you. At your age, neither Spencer nor Zaner nor Doner could have guessed what he was to accomplish. But even though you don't get to the top, you are still mastering an accomplishment, that is sure to bring pleasure and satisfaction, and may bring success and fortune.

## Make 'Em Laugh!

A course of lessons for public speakers, writers, teachers, students. By Jack Pansy. Nothing like it ever before offered. Surprisingly helpful. Complete course, 10 lessons, \$2.00; sample lesson 25c.



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To  
Cleota Elwood



Wishing you always an  
abundance of Health  
and Happiness with  
loads of Prosperity.

Just three years and two months ago, Lawrence F. Klarquist was a student in the Zanerian College of Penmanship, Columbus, Ohio, battling with turns and angles and all the other details which confront students trying to master penmanship. The above specimen of lettering and color work shows that Mr. Klarquist is today one of the finest engrossers in America. He is with the B. C. Kossell Studio of Chicago.

We hope that we may have the pleasure of presenting more of his high class work to our readers.



## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**The Yellow Book of The Macy Controversy and The Credit Question**, by E. C. Riegel. Published by the Riegel Corporation of New York, 225 West 34th St., New York City, N. Y. Cloth cover, 220 pages.

The Table of Contents of this book is as follows: Author's Preface, The Ethical Bird of Advertising—A Poem, The Better Business Bureau Challenges Macy's, Macy's Make Rejoinder and Resign, Survey Shows Macy's Prices 14 1/2% Higher, Newspapers Suppress the Facts, The Evil of the Cash Faculty, Craft "Store of the Thrifty," Macy's Cuts Prices and Private Brand Trick, The Venality of the Press, The Fallacy Bound, The Effort to Smoke Out Macy's, Macy's Answer, The Appeal to the Press, The N. Y. Advertising Club Tested, Stores Prove Mute Defenders of "Truth in Advertising," The Better Business Bureau Turns Tail, National B. B. B. Appraised, The Better Business Bureau Indicted, Harmonious Conclusion, From Coin to Credit, Commercial and Consumer Credit, What Is a Cash Business? Cash is Credit, What Is Credit? A New Factor in Cost Accounting, What Is Credit Cost? What is it That Passes for Credit Cost, Net Credit Cost, What Is the Cost of Discredit? Consolidating Past Paragraphs, Comparative Economy of Cash and Credit, The Installment System, True Installment Credit, Comparative Expenses of Open Account and Lease Plan Installment Sales, Why the Credit Man is Worried, The Cash Dollar, The Consumer, the True Credit Grantor, The Consumer, the True Debtor and Creditor, Will the Worm Turn? The Credit Man's Job and Credit, Credit-Craft, The Liberation from Capitalism, A New Retail Credit Practice, A New Wholesale Credit Practice, Consumer Bank Credit, The Wage Draft System, Address to the Associated Retail Credit Men of New York, Cash and Carry Costs More Than Credit and Delivery, Harvard Research Vindicates Credit.

**Bookkeeping and Business Methods** by Ruell I. Lund, A.B., M.A., C.P.A. Published by Ellis Publishing Company, Battle Creek, Mich.

This book is designated for High Schools and Junior Colleges. Throughout the work a basis has been laid out for uniting the efforts of our leading commercial educational thinkers toward a common understanding of what American Business Practice means to economics and business.

Both the text and laboratory material cover the entire range of theoretical principles; in order, first to provide the student with a complete set of guide posts for every need; and second, to train the student in the correct analysis of new situations.

Each chapter of the book covers one major topic which is divided into sub-topics. The major topics are then grouped into three parts of twelve chapters each, which deal with the three types of business organization. Following each chapter, a series of thorough questions and building problems have been provided for class discussion.

In addition to this, there are six practice sets, two with each section. Incoming and outgoing business papers are used so that the pupil will understand the use of credit forms, and that this is discontinued at a point where the student senses a need for the knowledge of accounting principles.

In organizing the framework of this course, three objectives were kept in mind: first, a wide organization rather than practice sets and to improve the modified balance sheet approach by simplification; second, on the one hand, to provide vocational training which would be immediately

applicable in business, while on the other, to correlate the theory and practice with what is now taught in universities and schools of commerce.

Although the text has been prepared primarily for group instruction, it is believed that the material is easily adaptable to the tutorial method used in private schools. Standardized tests are being prepared for each of the three sections of the book.

This notable contribution is printed in two colors. The first practice set including books of original entry, incoming papers, outgoing forms, together with filing envelopes, etc.

Teachers of bookkeeping will find this course right up to the minute for a solid foundation for beginners and advanced bookkeeping instruction.

**Practical Compendium Pen Lettering and Designs**, by F. H. Newton, Pontiac, Mich. Published by the Newton Automatic Lettering Pen Co., Pontiac, Michigan. Paper cover, 100 pages.

All the alphabets and designs are accompanied with complete instructions, giving in detail the steps necessary in building up the particular alphabet or design illustrated.

This volume contains 148 plates of Alphabets, Designs, Show Card Layouts, etc., some of which are printed in colors, showing a variety of color effects. The arrangement of copies and exercises are especially graded for Schools and for the home student, and will be found invaluable for the experienced card writer.

**Beauty and Health**, by Lois Leeds & Hilda Kaji. Published by J. B. Lipincott Company, Philadelphia, Pa. Cloth cover, 397 pages.

There is beauty in every woman—but all too often it is greatly marred, or entirely hidden by easily remediable defects. Yet every woman knows it is there—if she can only bring it out. And here, at last, is an opportunity to become that ideal. Every woman has a different beauty problem—no one solution is a panacea for all. Each must study her own problem and find her own remedy. This book was written for just that purpose, to help find that remedy. It takes up so many points, and each so minutely—that every beauty-seeker will feel that it is speaking directly to her and discussing her own individual problems. The book is complete, up-to-the-minute and, all in all, a really indispensable book for every woman's boudoir. Diet, weight control, posture, exercise—all determine whether or not a woman deserves to be called beautiful. Each of these factors enters into the common-sense, helpful discussion. And many others just as important, too—massages, the daily beauty program, summer beauty problems, make-up, special complexion problems, care of the hair, the hands, problems of personal appearance, etc. Lois Leeds has had so much experience and has had so many opportunities to learn that her book covers more points—and each point more thoroughly—that do most "beauty" books.

**Management of Personal Income**, by L. J. Chasse, Secretary, Student Loan Information Bureau, under the auspices of the Association of University and College Business Officers of the Eastern States, assisted by Ethel C. O'Neill. Published by the A. W. Shaw Company, Chicago, Ill. Cloth cover, 154 pages.

Many budget books have been issued in an attempt to induce individuals to save, but little has been published to point out, definitely, specifically, the ways of controlling personal income, and of apportioning it to the various expenditures—in a

word, of spending your income wisely.

Here in this useful manual, however, are laid down specific rules to follow in planning your financial life. There are budget programs outlined for every one—the business man, the professional man, the salaried man, the business woman, the professional woman, and the student. To mere record-keeping this book devotes little attention, but in the strategy of getting ahead financially—in managing your dollars for best results—it will be found invaluable.

**Byrne Typewriter Shorthand**, by Harry Edward Byrne. Published by the Byrne Publishing Co., Dallas, Texas. Paper cover, 45 pages.

One can see by beginning with the first lesson and glancing through the text that Typewriter Shorthand is very easy to learn and as easy to read as print, because it is print. It has three times ones typewriting speed. For instance one line of Typewriter Shorthand notes will transcribe into three lines of typewriting. A student writing 60 words a minute on the typewriter would be able to take dictation in Typewriter Shorthand on the same machine, saving the same number of strokes per minute, at the rate of 180 words per minute. A 70 word operator would take 120 words per minute.

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If you write poor and with difficulty, I can show you how to steady your nerve and write with ease as plain as print. Send for FREE BOOK, "How To Become an Expert Penman," which explains my Method of Teaching Penmanship by Mail and what students have done by taking my courses. Your name will be elegantly written on a card if you enclose stamp to pay postage. SEND TODAY before you forget it.

T. M. TEVIS,  
CHILLICOTHE, MO., U.S.A.

BOX 25C



### NEW BUILDING FOR BURDETT COLLEGE

About July 1, 1928, Burdett College will move into its new home, 156 Stuart Street, Boston. It will be the fourth time since it was founded in 1879 that progressive methods and growth in attendance have compelled the institution to move.

A new five-story building of steel and cement construction and Tudor style of architecture, specially designed for school purposes, with many artistic exterior features, provides the institution with unusual facilities for many years to come. The location was chosen with a view of being near transportation facilities, in a growing section and having a maximum amount of open space surrounding the building. This new Burdett College Building is the consummation of both our ideas and ideals. Nearly two years of study and planning have been given to building details and facilities in order that Burdett students may have every modern convenience conducive to their physical well-being and have an educational environment that will arouse their best mental effort.

An outstanding feature will be the large area of window space. Many large windows assure every classroom of a maximum amount of light. The new college building is bounded on three sides by streets and on the fourth side has large light and air wells. An important feature in any well-regulated school is the color effects. Classroom walls will be tinted and seats located with a view of having the student get natural light from the proper direction without reflection, thus avoiding eye strain.

Acoustic properties are also being given special attention. Pictures and statuary will be placed throughout the school where they best add an artistic touch; in fact, Burdett College has aimed to have the student body surrounded with a wholesome and inspirational environment that

will aid each student in obtaining the highest degree of efficiency. Safety factors have been studied and will be installed, such as welded-in steel stairways with abrasive treads, roomy steel electric elevators of the latest design, drinking bubblers, sanitary appliances, and checkroom facilities.

An innovation, and perhaps the first used in any school, will be a radio loud-speaker in every classroom. These loud-speakers will be connected with a radio and microphone in the executive offices. The college believes that in having such facilities it can supplement the work of the institution with addresses of speakers of national reputation and educational programs of value. Then, too, the same radio facilities may be used by speakers from the college office when a full assembly is inconvenient.

Burdett College is proud of its new home and extends a most cordial welcome to present students, alumni, parents and friends to come and see the new school to be located on the third, fourth and fifth floors of the new building, which, by the way, will be known as the Burdett College Building.

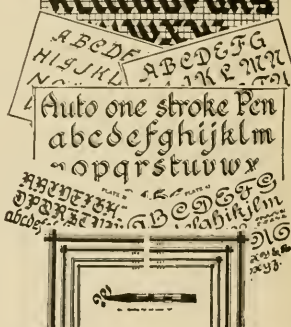
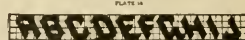
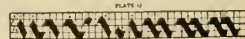
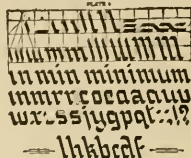
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We're glad to tell you this month about a new book just off the press, which will *solve your English problem.*

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By CHARLES G. REIGNER

This is not a grammar, *remember*; neither is it a book on composition or rhetoric. Its modest aim is to teach youngsters to speak and write English correctly.

There are fifty lessons. The student under-scores or fills in words in the exercises. Those exercises represent the plain, everyday language of speaking and writing.

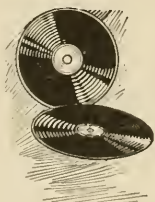
APPLIED ENGLISH ESSENTIALS and APPLIED PUNCTUATION go together. They contain the *minimum of talk* and the *maximum of effective doing.*

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| No. 2 | { 2A (top). Count 1-2, a, c, d, e, g, i, l, o, A, C, O. Count 1-2-3-4, k, m, r, w, B, F, G, H, K, M, R, W, X.<br>2B (reverse side). Count 1-2-3, h, f, h, j, n, p, q, s, t, u, v, x, y, z, D, E, J, I, L, N, P, Q, S, T, U, V, Y, Z. |

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relaxation, and make the writing class a source of great interest and enthusiasm for both teachers and pupils.

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**Zaner & Bloser Company**  
COLUMBUS, OHIO

Volume XXXIII

Number VIII

APRIL, 1928



THE  
**Business Educator**  
MENSURSHIP & BUSINESS EDUCATION

ZANER-BLOSER CO. COLUMBUS, OHIO

Printed in U.S.A.  
1928



# 1928 Zanerian Summer School

Six Weeks Beginning July 5

## INSTRUCTORS



**MISS MILDRED MOFFETT,**  
Representative and Traveling instructor of The Zaner-Bloser Company, will give work in Methods.

Few persons have had better training and more varied experience than Miss Moffett. She has supervised writing in the schools of Middletown and Springfield, Ohio. As a traveling instructor she has given demonstrations in thousands of schools throughout the United States and has appeared before many groups of teachers at institutes.



**FRANK H. ARNOLD,**

Supervisor of Handwriting, Spokane, Washington, is known throughout the United States as one of the foremost supervisors. Unquestionably he is one of the most enthusiastic, forceful speakers in the penmanship profession. It is with pleasure that we announce that Mr. Arnold will be with us for two or three weeks, beginning July 16, and will give at least ten lectures. It will be worth a trip across the continent to hear Mr. Arnold.



**R. B. MOORE**

Secretary of The Zaner-Bloser Company, a man who has traveled extensively in the interest of penmanship and who has appeared before many thousands of teachers, will give work in Methods of Teaching in the Zanerian Summer School.

Mr. Moore's experience makes him especially well qualified to bring to the Zanerian students the very latest in penmanship.



**W. O. DOESCHER, Ph.D.,**

Professor of Psychology and Philosophy, Capital University, Columbus, Ohio.

Dr. Doescher will again teach Psychology in the Zanerian Summer School. Two hours college credit can be earned in his class.

Dr. Doescher is a very able scholar and an extremely patient, sympathetic teacher.



**FLOSSIE G. CAIN,**

Supervisor of Writing, Rocky River, Ohio, is a penman and teacher of unusual skill. She has a pleasing personality and has had splendid training and experience. She will be one of the instructors in the Zanerian Summer School.



**MR. E. A. LUPFER,**

Principal, Zanerian College, will as usual be one of the regular instructors in the coming Summer School.

**MRS. MINA LUCAS,**

Supervisor of Writing, Findlay, Ohio, will aid pupils in securing room and board and assist in any way possible to make pupils comfortable.

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**Zanerian College of Penmanship**  
Columbus, Ohio





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Over 6000 words. New lessons containing words pertaining to Aeroplanes, Radio, Automobiles, etc. Complete Index, 244 pages, attractive binding, 50 cents.

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Abbreviations of states, months, railways and commercial terms are given in regular lesson form, and grouped alphabetically. We regard abbreviating of almost equal importance with spelling.

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A. M. HINDS, B. C. S.

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Less than 150 use one of 11 different systems.

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# *THE Business Educator*

Volume XXXIII

COLUMBUS, OHIO, APRIL, 1928

Number VIII

## NATIONAL ASSOCIATION OF PENMANSHIP SUPERVISORS AND TEACHERS

ALL MEETINGS AT CONGRESS HOTEL, CHICAGO, ILL.

**Wednesday, April 25, 9:00 A. M.**

### Music

Boy's Glee Club, Lindblom High School, Chicago  
Address of Welcome

Mr. William J. Bogan, Acting Superintendent  
Schools, Chicago

### Response

Mr. Elmer G. Miller, Director of Commercial  
Education, Pittsburgh

### President's Address

Mrs. Lettie J. Strobell, Pittsburgh, Pa.

General Principles of Supervision as Applied to the  
work of Supervisor of Penmanship

Mr. Franklin Bobbitt, The University of Chicago  
Moment of Silence in Memory of the late Austin  
Norman Palmer

Violin Solo — Memories — Cadman

Miss Lillian Bushman, Supervisor of Penman-  
ship, Burlington, Wisconsin

1:30 P. M.

Violin Solo — Fr. Seitz's Concerto No. 1 in D Major  
Miss Lillian Bushman, Burlington, Wisconsin

The Development of Objective Procedures in  
Classroom Supervision

Dr. A. S. Barr, University of Wisconsin, Madison  
The Responsibility of the Penmanship Instructor  
in the Teacher Training Institution

Miss Luella Chapman, Director of Penmanship,  
State Teachers College, Buffalo

Practical Penmanship from a Practical Point of  
View

Mr. Glen Hoffhines, Harris Trust and Savings  
Bank, Chicago

### ANNOUNCEMENT

Mr. W. J. Hamilton, Superintendent  
of Public Instruction, and Miss Alma  
E. Dorst, Supervisor of Handwriting,  
extend a cordial invitation to members  
of the National Penmanship Association,  
to visit the Public Schools of  
Oak Park, Thursday, April 26.

All written subjects will be pre-  
sented in order to show the visitors  
how our penmanship work is being  
carried over. Visitors will be inter-  
ested in seeing the individual teaching  
methods employed; in noting the posi-  
tion of pencil holding in First and  
Second Grades; the Star System and

the various incentives employed to  
encourage good penmanship.

All schools will be open and visitors  
will be divided into groups. Each  
group may visit two schools, one in  
the morning and one in the after-  
noon.

(Continued on Page 19.)

## THE BUSINESS EDUCATOR

Published monthly (except July and August)

By THE ZANER-BLOSER CO.,

612 N. Park St., Columbus, O.

E. W. BLOSER . . . . . Editor  
E. A. LUPPER . . . . . Managing Editor

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The Business Educator is the best medium  
through which to reach business college pro-  
prietary and managers, commercial teachers  
and students, and lovers of penmanship. Copy  
must reach our office by the 10th of the month  
for the issue of the following month.



# Lessons in Business Writing

By E. A. LUPFER, Columbus, Ohio

Send 15 cents in postage with specimens of your best work for criticism.

Copy 161. This will test your ability to use a rolling movement. No finger acting. Crossing comes in center. Both ends are even. Count: down-up or 1-2.

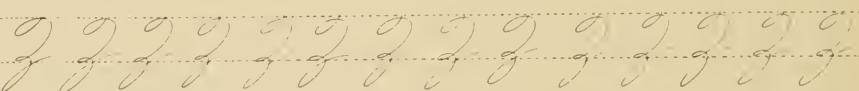
Copy 162. The Q begins like M and N and ends with a graceful swing to the right. The loop at the bottom should be horizontal, narrow and smaller than top loop. Count 1-2-3. Watch the beginning stroke. It curves producing a parallel effect.

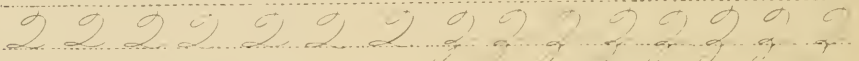
Copy 163. The Z begins like Q but has a finish like small z, and the loop on the base line is smaller and is not horizontal like in Q. Count: 1-2-3. Back is fairly straight. Draw slant lines down the back of copy of your letters for comparison.

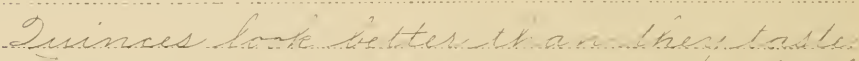
Copy 164-165-166 should be thoroughly mastered. Do not be afraid to review frequently.

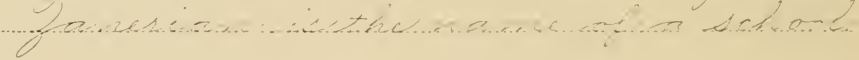
161 

162 

163 

164 

165 

166 

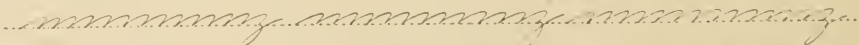
Copy 167. This first part of z is the same as n, so it is well to practice on the top turn or n exercise, finishing with a loop. Count: one for each turn and one for the loop.

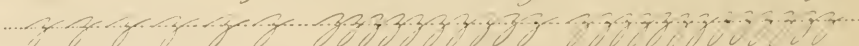
Too much counting is not good. Give most of your time and attention to penmanship and not to counting. Counting is only one of the many helps we can employ and should be used only when it will assist in getting better writing.

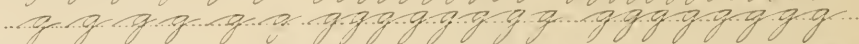
Copy 168. Notice the full loop and the crossing. The count is: 1-2.

Copy 169. The g is a combination of a and j. Study a and j and g will be easy to make. Close it at the top.

Copy 170. The slant of your writing will be determined greatly by the slant of your loops; therefore, be careful that you get the proper slant to them. Give attention to the connective stroke between z and e.

167 

168 

169 

170 



Copy 175. These words are easy. See how much vim you can put into the work, and don't become discouraged. Winning a good hand may mean a better position for you.

S S S S S = ZZZZZZZZ ZZZZZZZZ

*s s s s s s s s s s s s*

G G G G G G G G G G G

L L L L L L L L L L L L

Sunny Cuning Lamar Lulu

Copies 179-180. These words will test your ability to maintain a uniform slant. They are not beautiful words but are excellent for drill.

*r r r r r r f f f f f f*

*z z z z z z z z z z*

Handwriting practice on lined paper showing cursive letters 'f' and 'ff' repeated across the line.

quandry quandry quandry qua

fluffy fluffy fluffy fluffy fluffy

Figures. Neglect of figures may mean many expensive mistakes. The copy given is only a suggestion as to arrangement and combinations. Make pages of figures.

*Handwritten practice sheet showing numbers 1 through 0 repeated multiple times across several rows.*

Copy 181. The capital stem is important. It is a compound curve made with a bold sweep of the arm and not the fingers. It ends with a dot above the line.

Copies 182-183. You can have your choice, but be sure to master one style. Remember the one who can write better than the other fellow is likely to get the job.

Copy 184. If you have mastered all copies this far you should be able to win a Certificate of Proficiency. Write a specimen containing the following material and send to Zaner & Bloser, Columbus, Ohio:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

This is a specimen of my plain business penmanship such as I acquired by following the lessons given in The Business Educator and as a student in the (School), (City).

(Present date)

(Student's Name)

181

182

183

184



## SUPPLEMENTARY COPIES for PENMANSHIP PRACTICE

Copies were written by Francis B. Courtney, Detroit, Mich. Instructions were written in the office of the B. E.

*Business knowledge is the great underlying power that pushes a young man on to success, whatever his occupation may be.*

Business education is needed by the preacher and poet in order to get along without petty financial annoyances. The painter as well as the novelist needs a knowledge of business because both must live and possess at least the common necessities of life without which there is not much joy. Business education enables its possessor, to earn a living without unnecessary effort and worry, and to devote extra time and energy to one's desires, be it in poetry, painting, preaching, plowing, politics, or penmanship.

*Few acquisitions are more appreciated by the possessor, or are more valuable than the ability to write a legible rapid hand.*

Is there any other acquisition within the reach of everyone as highly appreciated by not only its possessor but by all, as the art of writing well? Is there any other art as valuable and as long serving as the art of writing well, time to learn it considered? More time is now wasted in the public schools in premature and inefficient teaching than is necessary to write legibly, rapidly, and well. Inefficient teaching is not now an excuse for your failing to learn to write well in a reasonable length of time.

*There's a bird on the dollar, but that is no reason you should let it fly. Economy is the mother of wealth.*

Economy is not the only mother of wealth, important and true as it is, but it is also the mother of just appreciation and relative value of essentials and non-essentials, of wants and needs, of gloss and gold, of true or false living. Economy leads to careful discrimination between good and poor, true and apparent worth, character and reputation, water and whiskey, food, stimulants, luxury and dissipation.



*Any young man who masters beautiful writing is certain of gaining employment, and if otherwise well qualified and energetic, will be rapidly promoted to positions requiring superior skill.*

Energy, general qualification, and skill in penmanship are the three safe, sure stepping stones to prosperous positions. Not energy alone, not intelligence alone, not skill alone, but all combined make for success. Skill in writing is the product of intelligent energy, therefore good writing means intelligence, energy, and skill, the three factors so necessary to advancement.

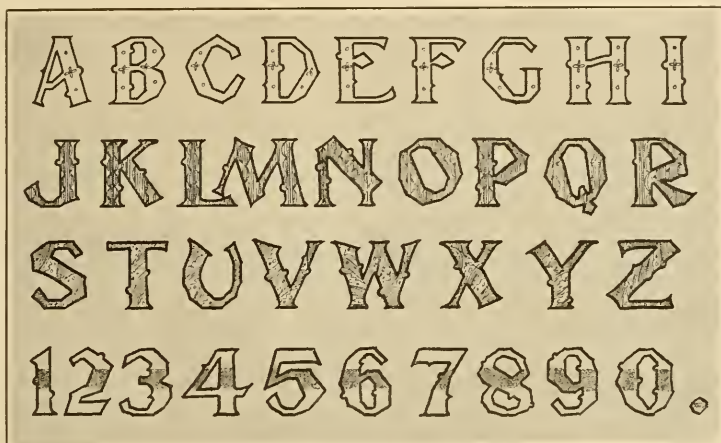
*Wonderous is the strength of cheerfulness; altogether past calculation its power of endurance. Efforts to be permanently useful must be universally joyous, a spirit of sunshine graceful from very gladness, beautiful because right.*

And cheerfulness radiates from acts as well as from the countenance. Good penmanship radiates sunshine and therefore cheerfulness because it throws off waves of gracefulness and harmony; poor penmanship annoys. Annoyances shorten life and rob it of many delights. Does your penmanship gladden or becloud the countenance and spirit of the reader? Radiate sunshine in act as well as in words; in writing as well as in talking.

*We get out of life just what we put into it. The world has for us just what we have for it.*

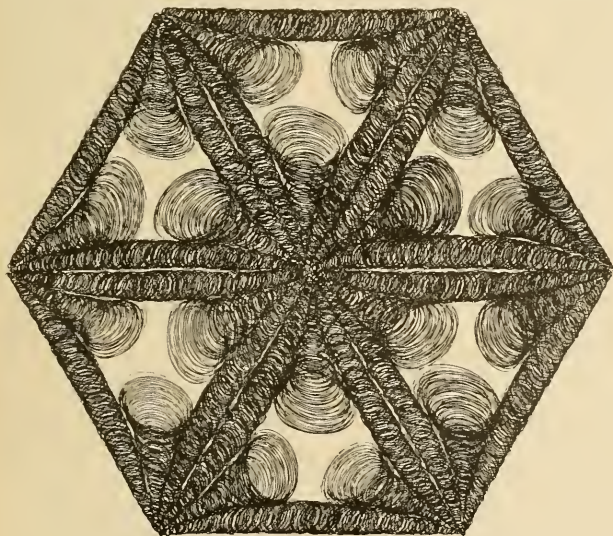
It's simply a matter of even exchange; a matter of balance as it were. Is your account square, or is it on the debit side? Begin early to place something to your credit. A good handwriting is a valuable asset which no young man or woman can well omit placing to his or her credit in the account of life. It brings dollars to its possessor and radiates joy to all who read it, for good writing gives pleasure to both writer and reader.

# Students' Page



H. W. West of the Rider College, Trenton, N. J., has five star students in John L. Cadwalader, Aaron Sloin, Arnold Hartman, C. Sirak, and John P. Wildmann. Their specimens of lettering, flourishing and pen sketching show marked ability. It would pay these young people to take up penmanship and engrossing as a profession. We hope some day that they may be regular contributors to the *Business Educator* and be nationally known.

This alphabet was made by Arnold Hartman, a student of H. W. West, in Rider College, Trenton, N. J.



One of the best means of securing a free arm movement and a strong quality of line is to make movement exercise designs. These designs are enjoyed by pupils. If you want to strengthen your movement try making a movement exercise design.

When making a design do not copy someone else's design, but create your own. This will make the work more interesting and has a tendency to get you to swing the exercises off with a little more freedom.

The design to the left was made by Margaret Colquitt, Mountain City Business College, Chattanooga, Tenn., Frank McKenzie Secretary, where Zaner Method is being used.

We will be pleased to receive designs from other pupils in other schools. We do not advise spending any more time on this kind of work than is necessary to establish a free swing. Actual writing is preferred to exercises, after a good swing has been established.



Gentlemen:

I have studied and practiced the lessons which you have sent me from time to time and I feel that your kind constructive criticisms have been helpful.

I recommend them to all who desire to acquire a rapid, serviceable style of hand writing and who wish to learn the most modern methods of teaching it.

Sincerely yours,  
Thekla Swenson

The above was written by Miss Swenson, a teacher in Emerson School, Kearny, N. J., after taking the Zaner Method Correspondence Course.

Louise Johnson

Feb. 16, 1928

Spelling

1. electricity
2. insulator
3. tungsten
4. rheostat
5. dynamo
6. circuit
7. alternating
8. dynamine
9. ductility
10. elasticity
11. tenacious
12. electrician
13. volt
14. trolley
15. generator
16. gravitation
17. refraction
18. expansion
19. density
20. vacuum

#### CORRELATING WRITING AND SPELLING

Without doubt the best package of spelling papers received by us during the past few months has been received from John S. Griffith, penman in the Englewood Business College, Chicago, Illinois.

The entire package of about one hundred and fifty specimens shows remarkable high standard in spelling and in penmanship. This school is correlating penmanship and spelling in an ideal way.

The specimen to the left by Louise Johnson shows the high average this class maintains in writing the regular spelling lesson. We congratulate this school on its fine spellers and writers.

We have just received some fine specimens from L. A. Platz, 136 East Brighton Ave., Syracuse, N. Y. We hope to be able to publish some of his work in the Business Educator before long.

#### MIDNIGHT OIL

Students' Prints is the title of a school paper prepared and printed by the students of The Business Institute and Institute Conservatory, 5040 Joy Rd., Detroit.

The paper is gotten up in a very interesting way. It contains an honor roll of students who have won Zaner-Bloser Penmanship Certificates. At the bottom of the list of names is this question: "Who will be the next to receive these awards?"

We surmise that many of the Institute pupils are burning midnight oil to get their names on that list.

#### LEFT-HANDED QUESTIONNAIRE Atlantic City Public Schools

1927 - 1928

The following is the report from the questionnaire sent out to the first grade teachers of this city, including thirty-two rooms, concerning the left handed problem.

1. Total first grade enrollment —1,173.
  2. Number of children showing left handed tendencies at beginning of year—85.
  3. Number of children who changed from left hand to right hand proved injurious to child.—None.
  4. Number remaining left-handed —12.
  5. Numbers of cases where changing from left to right hand proved injurious to child.—None.
  6. Number of cases where the writing of the changed writers does not compare favorably with the right-hand writers—9 cases.
  7. Number of poor writers among those remaining left-handed—8 cases.
  8. Number of teachers who think it wise to change the left-handed child except in most extreme cases—28 out of 32 teachers.
  9. Number of teachers, who through their previous experience as teachers, have noticed that changing to the right hand proved injurious to the child—None.
  10. Number of parents of the left-handed children, who are left-handed —9 cases.
- This, in my estimation is a very interesting report of the left-handed situation in our first grades. I know it will not only be of interest to the teachers and principals of this city, but to those of other cities as well.

OLIVE A. MELLON

Supvr. Handwriting,  
Atlantic City Schools.



a b c d e f g h  
i j k l m n o p  
q r s t u v w x  
1 2 3 4 5 y z 6 7 8 9 0

---

a b c d e f g h  
i j k l m n o p  
q r s t u v w x  
1 2 3 4 5 y z 6 7 8 9 0

---

By Parker Zaner Blosser.

The value of fairly large letter forms like these, first retraced and then not, is in the strength or force and control of movement their practice gives. Making them large requires a strong arm movement, and to be able to swing the pen in retracing to follow closely the same path each of the eight retraces requires considerable control.

Give the retraced letters a good trial and then try the others.

Sets of the capital letters appeared in a previous number of the B. E.

If one could follow exactly the same path in making the retraced letters, he would have a control of the movement of the pen similar no doubt to that which Babe Ruth has in handling his bat.



## Supplementary Business Writing

By C. C. LISTER, Maxwell Training School for Teachers, New York City

It is, perhaps, useless for long periods of time along a coast of shifting sands, and it is not easy to walk over it and make headway. The star of good intentions may be hidden now and then with clouds, but suddenly it reveals itself without our looking for it, and we are prompted to take up our deferred work, and more thinking suggests another plan, and new crises come along and we move forward into more light—remembering that far back in the years we resolved not to turn back or stand still when on a straight road. . . .

*W. B. Sharton*

*J. B. London*

*W. C. Chesterfield*

*A. C. Hestger*

*E. J. Marquet*

By F. B. Courtney, Detroit, Mich.

# MENTAL MEANDERINGS

By CARL MARSHALL, Route 1, Box 32, Tujunga, Calif.

I have received a letter from one of the best known and most successful teachers of penmanship in this country, a man, too who is a pen artist of high ability. The letter is so interesting and its points so significantly important, that I give a few excerpts from it. As it is a private letter, its author shall be unnamed. He says:

"It seems to me that people value some lines of penmanship less and less. Really, for many lines of pen work, there is more demand today than ever before. Unquestionably, there is more pen work in the nature of resolutions and fine work done than ever before, and there is no reason why this demand should not constantly increase. Any young man who wishes to follow pen work, has a better opportunity today than years ago. But the styles have changed. There is less of the flourishing, and more of the lettering and engrossing.

"But the point I am getting at is this: Some penmen, express the idea that penmanship is going. This is a wrong mental attitude, psychology, or whatever you want to call it. Of course, we do not want to fool ourselves, but I can see no reason for any of us getting in that frame of mind. What penmen should do, is to wake up and modernize their work, getting away from the impractical. Look at the immense amount of commercial art in the high class magazines. Very much of this work might be classed as engrossing. Anyway, these fellows who are howling about there being 'no money in penmanship' might greatly increase their income by learning a few different styles of commercial lettering, and being able to do a little drawing in connection with their penmanship."

Of course, in this letter, my friend has in mind the outlook of the person who makes fine pen work a business, but the points he makes are of equal interest to the rest of us. It may be all right for the man who is merely a pen artist, and not a teacher, to find out that he can make more money by devoting himself to the art side of pen work, engrossing, commercial art lettering and so on, but it will be distinctly a bad thing for teachers of general writing to get it into their heads that good writing is "going", and that the writing teacher's profession does not pay. No doubt it is true that there is a constantly lessening demand for the services of the old-time "writing master", whose

chief distinction was the ability to "flourish" curlycued capitals or swans and deer with spiral spring "inards", and who knew little else about teaching writing. For one, I am rather glad that this type of alleged "penmen" are finding the pickings rather more meagre than they used to be. They never did render much service to the cause of either education or art, and the "passing" of their stuff will not hurt anybody much.

The truth seems to be that there are two entirely distinct fields of work for the people who are known broadly as "penmen". The one is the field of art, the other is the field of education. The pen artist will naturally find that the scope and character of his work will have to vary with the changing fashions in pen art. Yesterday it was scroll-work and flourishing; today, it may be engrossing and ornate lettering, that call for artistic taste and draughtsmanship. Fashions in art have always been capricious. Ten centuries ago, the illuminated manuscripts of the monks, were regarded as the height of art. The recent demand for engrossing and fancy and elaborate lettering for advertisements and so on, referred to in my friend's letter, might be considered as a sort of reversion to the old art of the monks, some of whom were known to have given a whole week to the drawing and coloring of a single initial letter. Some of these might almost be considered miniature paintings.

But the teaching and popularizing of good writing in our schools, is an "artistic temperament" does not always go well with the teacher's work, altogether different job. The teacher who does this, does not need to be an "artist", in fact, it may be a disadvantage to him. It seems that the "artistic temperament" does not always go well with the teachers' work. We all know that some of our finest penmen have been but indifferent teachers of writing. One of the very best teachers of writing that I ever saw in a classroom, was, himself, but a very ordinary penman. What the good teacher of writing needs is the knack of getting his pupils to appreciate good writing, to want to learn to do it, and how to do it.

Very possibly, this work will not "pay" as well as the work of an artistic engrosser. No teacher wins the reward either in money or fame that is accorded to genius. But it is probable that penmanship teachers today, draw rather better salaries, both actually and relatively, than they ever did. Platt R. Spencer, the elder, who was not only a great pen artist, but

a great teacher as well, did not make much money out of his little writing schools in eastern Ohio. I can find no falling away from the interest in, and the demand for good writing teachers in our public and private schools. Surely, there is no discoverable "passing" of interest in efficient writing among our business schools, either public or private. And, after all, this is of vastly more importance than the needs of the comparatively few who are qualified to be artistic penmen.

On the whole, I think the general situation holds nothing to discourage the young man or woman, who has the ambition to become a good teacher of writing. And there is and will likely continue to be a demand for thousands of these, and at fair compensation, as teachers' wages go, where there is employment for one super pen artist.

The people of southern California and those of Texas, and Arizona, are very much stirred up at this writing, over the Congressional Education proposal to put Mexican and Labor immigration on the quota basis, the same as it is applied in the case of immigrants from Europe. The farmers say, and with apparent truth, that the sudden cutting off of the Mexican labor supply, which will result from the proposed law, will seriously cripple the farming industry throughout the whole Southwest. They say, and with equal truth, that the footloose young Americans in their communities will not do the low class work that the farmers require of the Mexicans, and which the latter are quite willing to do. It is a big question and with many angles, industrial, social and diplomatic. But the situation also raises an educational question. Is our American school system, of which we have been so justly proud, working to disqualify our student output from doing the so-called "low" work of putting in crops and cultivating and marketing them? Are we Americans ready to adopt the policy of importing foreign labor to do all our rough work, while we allow our soft-handed young fellows from the high schools and colleges, who feel themselves to good for this "low" work, to confine themselves to the few white-collar jobs that are to be had? All the maxims of political economy are against such a policy. And the lessons of history are also against it. That was what brought the downfall of Greece and Rome. All solid and prosperous nations have always had to do their own work, and are doing it still. We do not hear of England or France or Germany, or any other modern European country, importing their labor from abroad. It is only through exceptional conditions, and conditions that cannot be expected to persist, that the idea of labor impor-

(Continued on Page 18.)





## PRIDE

By C. R. McCANN,  
McCann School of Business  
Hazleton, Penna.

O wad some Power the giftie gie us  
To see oursels as ithers see us!  
It wad frae monie a blunder free us,  
An' foolish notion:  
What airs in dress an' gait wad  
lea'e us,  
An' ev'n devotion!—Burns.

Many who have read this little verse of poetry by that canny Scot, Bobby Burns, know nothing of its inception and origin.

It seems that there was a lady in the village who thought that because her father had a little more of this worldly lucre than some of her neighbors, she was just a trifle better than they were. Possibly her mother had told her that she should not play with the other children because their fathers were day laborers.

The older she grew, the more her nose pointed toward the celestial firmament. Finally it became common gossip around the village that she was "stuck-up" and there was good reason, too. When she walked, she looked as if she were walking upon eggs. In her own mind, she did not belong down here on earth with all the sinners — her home was among the angels in Heaven.

On this particular splendid, sunny, Sunday morning, she was in church communing with her God. Bobby Burns knew her well and knew all about what the other women of the village said and thought, for he was a "hale fellow well met" and as a result found out many things that other fellows did not know. He sat in the seat just back of her. The sermon was not particularly interesting and as the Parson raised his voice to a high pitch in order to warn his sleeping parishioners that his sermon was coming to a close, Bobby opened his eyes and "for the life of him," could not believe what he saw. There was a large louse crawling leisurely over the lady's hair and hat. Now, Bobby was a Scot and it is alleged that he engaged in a "wee nip now and then" but he assured himself that he was in his right senses. He then went home and wrote his famous little ode, "To a Louse."

It is reputed that there are several of Miss Pride's relatives living today but they have learned—some of them—to cover up their defects to a greater degree than their ancient relative.

Don't stalk along the streets as if you are superfine, distilled wonder of imperial blueblood—Cod fish aristocracy. There are others who are just as fine as you; others just as good as you; others just a little finer than you; others a little better than you.

The writer of this once knew a lit-

tle girl whose mother had come from Continental Europe and wishing to keep up the custom of her native land, wore a colored shawl over her head in place of a hat. The little girl grew up and when she became older did not wish to go to Church with her own mother because of this shawl. One should never be ashamed of one's own mother because she is the best friend that lives. The girl afterwards saw the mistake when she grew older. "With age comes wisdom," but it is hard to swallow our pride when we are young; and sometimes when we get older, too.

"Well, the Cahill's have a new automobile and I don't see why we can't have one. Pop makes as much around the mines as Mr. Cahill and if they can buy one, we can have one, too." This is the usual speech used by the female specie of the home — especially when she is in a coaxing mood.

The husband is accustomed to the wiles of women and rather than offend her, goes down to the automobile agency and inquires about the prices,



C. R. McCANN.

etc., but mind you the lady of the house has had the "tree planted" long before "hubby" arrives. It does not take the automobile salesman long to discover this good prospect with the result that a car is sold. The Finance Company is brought into play and a mortgage is put upon the property.

"The Cahill's car is not so nice as the new car that Mike Flynn just bought," pipes up a distant relative of Mike's wife, and the Flynns are all happy — for the time being.

We all have a certain amount of pride but most of us learn before we get very far in life.

We all make mistakes and none of us should think we are better than anyone else because there will surely be another person to take our place. We see this every day in all lines of sport. Sometimes we think we know a subject very well but soon someone asks us a question and for the life of us, we are unable to give an answer. Then we start to rave and rant over the affair. Why? Because our pride has been hurt. The writer of this article has been exposed to the teachings of some of the best teachers of English in this land yet he makes mistakes.

It takes criticism to put us in our place but always be sure when criticizing that you yourself do not make mistakes. Because if you do, you may stir up much dust and find your-

self much like the fly about which Aesop wrote. It seems that this fly was a proud fellow. Feeling tired and not caring to exercise, he found a seat upon the axle-tree of the chariot wheel. As they galloped along rather briskly, he puffed up and said, "What a dust do I raise!"

Pride is a good thing to have — provided one does not go to excess with it.

"O wad some Power the giftie gie us  
To see oursels as ithers see us!"

## MENTAL MEANDERINGS

(Continued from Page 17.)

tation got its start in our country. The idea cannot endure. We cannot go on indefinitely bringing in ignorant undesirable outsiders to do our rough work, without serious danger to the political ideals upon which this Republic was founded. There is no kind of honest, useful work, however rough, that should be too "low" for any red-blooded, decent American boy. If our schools are sending our young people out with the notion that their education makes it a disgrace to do rough work, the method and teaching of the schools will have to be changed. Such an education will prove a curse rather than a benefit.

If the rough work is not adequately paid for, raise the pay, even if the rest of us have to pay more for the labor product. We cannot afford to have an under-paid labor peonage in this country whether in the mines, the shops or the farm. Nor can we afford to educate any boy to the idea that any sort of useful work is beneath him, merely because he has had given to him something in the way of an education. We still have a few silly parents who send their children to school in order that they "won't have to work" when they grow up. These parents have a lot to learn about human life and the human soul. Work, — useful work — is the finest thing we have, and it is equally fine, whether done with the hand or the brain.

Let every school help the boys, and the girls too, to get rid of the snobbish idea that any work is beneath them because it is "low". When this is done, and the farmers and other employers learn to give their workers decent and pleasant working conditions, and good pay, they will not need to howl for the privilege of bringing in undesirable aliens to do their work, whether they come from Mexico or elsewhere. There will be plenty of young Americans to do it.

Ira T. Ellis, a graduate of the University of Delaware, and a former student of Beacom College, has been employed to teach in the Beacom College, Wilmington, Delaware.

A. P. Myers, with whose work our readers are familiar, is now located at 516 N. Charles Street, Baltimore, Md., where he has established an Engraving Studio.

# THE NATIONAL ASSOCIATION OF PENMANSHIP SUPERVISORS AND TEACHERS

(Continued from Page 7.)

Arrangements have been made with a motor bus company to call at the Congress Hotel for visitors, Thursday morning, 8 o'clock. This arrangement will enable the delegates to have a delightful sightseeing trip enroute to Oak Park.

ALMA E. DORST, Supervisor.

The rates at the Congress Hotel are as follows:

Single room with detached bath \$3.00 per day up.

Mr. Franklin Bobbitt of The University of Chicago is well known for his outstanding arguments supporting supervision. "The Supervision of City Schools" though one of the earliest discussions, advances sound principles which are valuable to supervisors at present. The members of the Association may expect a scholarly treatment of the problem of Supervision.

Dr. Barr of The University of Wisconsin is well known for the contributions he has made to the educational world especially in "Visiting the Teacher at Work" by Barr, Anderson and Bush. His treatment of "Objective Procedures in Classroom Supervision" will be thorough and comprehensive.

Miss Luella Chapman is thoroughly qualified to give an interesting and understanding discussion of the teaching of penmanship in Normal Schools and Teachers Colleges. For several years past she has done excellent work in the Buffalo State Teachers College, Buffalo, New York.

The Association is particularly fortunate in securing the services of Mr. Glenn Hoffhines of The Harris Trust and Savings Bank, Chicago. It will be most inspiring to have a banker's point of view of the present day need for good handwriting in the business world. Mr. Hoffhines is especially well prepared to bring us a practical message.

Miss Mamie Eppler of Fort Worth, Texas will make a valuable contribution in the discussion of "Applied Writing in Junior High Schools." This is one of the biggest problems confronting supervisors of Handwriting today. Miss Eppler is especially well qualified to discuss this topic discerningly and will bring to us the heritage of a successful experience in Fort Worth.

Dr. Paul V. West has approached the subject of Handwriting from the angle of research. His address, "The Supervisor as a Leader of Research," will be of unusual interest, for more and more, educators are receiving much benefit from investigation. His address will be one of the high spots of the convention. He has also kindly consented to briefly discuss, "Existing Handwriting Scales."

Three superior supervisors, Miss Myrta Ely of St. Paul, Minnesota, Miss Olive A. Mellon, Atlantic City, N. J., and Miss Emma V. Prusha of Virginia, Minnesota will each give a ten minute discussion of important problems in handwriting.

Mr. William J. Bogan, Acting Superintendent of Chicago Public Schools, sounds the keynote of the convention by giving us a cordial welcome.

Because of the exceptional ability of Mr. Elmer G. Miller, Director of Commercial Education in Pittsburgh, to make a splendid speech, he has been assigned the response.

Mrs. Lettie J. Strobell as President has devoted herself unreservedly to the best interests of the organization. We shall look forward with keen interest to her message.

Our Secretary, Mr. Skeeles, informs us that all railroad associations, except the New England group, have granted reduced fares to our delegates, provided 250 attend the convention. You can help to meet this condition by your presence.

A. LUCILLA McCALMONT.

## WHAT ABOUT A CONVENTION THEATER PARTY?

Several requests have come to the President of the N. A. P. T. S. asking that a theater party be planned for the evening of Wednesday, April 25th. The Assistant Manager of the Congress Hotel will be pleased to arrange for such a party. If more than sixty should decide to attend the theater, a special rate will be given. Those desiring to attend please notify Miss Laura Jane Breckenridge, 212 Tinkler Street, Lafayette, Indiana.

## NATIONAL PENMANSHIP ASSOCIATION MEETING EXHIBITS

### Specification

All mounts should be 22"x28" in size and approximately a uniform gray tone. All mounts are to be hung three deep vertically and should be tied together (before sending) in three places with gray tape approximately the same tone as mounts used.

### Labeling

Label each mount on the back, upper right-hand corner. Name of Supervisor, City and State.

### Notification

To prevent loss when the exhibits are sent, please notify Miss Alma Dorst, 960 North Blvd., Board of Education, Oak Park, Ill., how many boxes or packages are sent, how shipped, by mail or express, and date of shipment. State whether you wish your exhibit returned.

### Shipping Directions

All exhibits must be sent prepaid. Boxes should have the top screwed down and, if possible, hinged.

Each box or package must be

clearly labeled with shipping and return address. RETURN LABELS carefully filled out, should be placed in an envelope and fastened to the inside of the box cover, to be used in marking the box fastened to the inside of the box cover, to be used in marking the box for return shipment at close of exhibition.

A list of number of rows sent should be placed inside the box in the envelope with the return label. This will be used for checking with the list previously sent to Miss Dorst.

All exhibits should be in Chicago at the Congress Hotel on or before April 17, 1928. Congress Hotel, S. Michigan Blvd. and E. Congress, Chicago, Ill.

### Return of Exhibits

No exhibits will be returned unless such a request is made by the supervisor at the time of notification.

All exhibits returned will be sent collect by the Exhibit Committee.

Help of exhibitors in taking down the exhibits will be greatly appreciated.

ALMA DORST, Oak Park, Ill.

## The Profession Loses a Strong Supervisor



Gertrude E. Burge, Supervisor of Writing in the Mannington, W. Va., Public Schools, died February 22, following a brief illness.

She was a graduate of the Moundsville, W. Va., High School, West Liberty Normal and the Zanerian College of Penmanship, Columbus, Ohio.

Miss Burge was considered one of the best penmanship supervisors in the United States. She was an enthusiastic supporter of all movements for the betterment of handwriting in the public schools, and she was continually endeavoring to perfect her own execution, having attended the Zanerian College of Penmanship at 8 different times.

The instructors in the Zanerian and all connected with the office of the Business Educator have lost a very close friend and co-worker.

## Side Lights on Penmanship History

By ARTHUR G. SKEELES, Supervisor of Handwriting, Columbus, Ohio.

### Marvelous Method Brings Rapid Improvement

"To all who are anxious to accomplish in a few weeks, what is now, according to the old systems of penmanship, imperfectly acquired in two or three years, the method here laid down will be found a valuable and useful acquisition.

"To produce the command of the arm, so necessary to free writing, I find it expedient in the beginning to tie up the fingers, in order to prevent the motion of the joints—I tie a piece of tape, about eight inches long, round the first and second fingers, and the first joint of the thumb, with the pen held betwixt them, the pupil in consequence is compelled to move the arm to form the letters.

hand, the consequence would be that the pupil would seldom or ever obtain any one of the movements completely from the natural tendency every one has, (especially those who have learnt the old methods of writing), of using the thumb and first and second fingers."

Sounds modern, doesn't it? Save for the punctuation, it might be an announcement from some present-day supervisor, announcing how to secure "one hundred percent arm movement in a week."

But the paragraphs quoted were written and published more than a hundred years ago. They are taken from "Lectures on the Art of Writing," by J. Carstairs. The copy be-

server, to be admitted and understood."

From which we learn that J. Carstairs had a good opinion of himself, and that the exercise known as "blowing your own horn" is at least a hundred years old.

A. D. Wilt, Senior, veteran Business Educator now living in New Canaan, Conn., hopes to attend the Eastern Commercial Teachers' Association in New York City, April 6, 7, and 8.

For many years Mr. Wilt has been very active in both commercial school and association work and we know it will be a real pleasure for the members in attendance to welcome this pioneer among them.

Mr. Wilt writes under date of March 8:

"I am now eighty-six and am in excellent physical condition but in consequence of a capital operation several years ago my 'radius' is somewhat limited but I hope to have the great pleasure of attending the convention and meeting the younger men and women who have succeeded us pioneers and who have so splendidly maintained the high standards of our profession.

I think I am the oldest Business Educator in the country. I was for fifty-four years at the head of the Miami Commercial College of Dayton, Ohio, now successfully continued by Mr. W. E. Harbottle."

Miss Pearl Abbott, last year with the Emmerton School, Swansboro, N. C., is now teaching in the Merrill Business College, Stanford, Conn.

Mr. O. T. Swanson, recently with the Connellsville, Pa., Business College, is a new teacher in Strayer's Business College, Philadelphia.

Massachusetts' second State Short-hand and Typewriting Contest will be held on May 26 at the College of Practical Arts and Letters, Boston University. Dr. Eldridge of Simmons College will be in charge of the short-hand section. Full particulars as to rules and regulations will be gladly furnished to any one who will write to Mrs. Marion F. Woodruff, Gloucester High School, Gloucester, Mass., State Contest Chairman; Miss Mary deSloovere, Bartlett High School, Webster, Mass., Assistant Chairman or Orton E. Beach, Lowell High School, Lowell, Mass., Publicity Manager.

It is hoped that every school in the state of Massachusetts will enter at least two contestants.

### RIDER COLLEGE BULLETIN

A profusely illustrated bulletin has been received from Rider College, Trenton, N. J. This institution is doing a wonderful work in the East for commercial education.



This is a halftone of an illustration which appeared in Lectures on the Art of Writing, published in 1822.

"In like manner, the third and fourth fingers are tied up, that they may be kept in their position. I tie tape to them also, so as to bring them sufficiently under the hand, that the surface of the nails may run on the paper;—this is done by taking a piece of tape and tying the middle of it just immediately between the nails, and the first joints of the third and fourth fingers, then with the two ends of tape, bring the fingers under the hand, so as to admit the tape to be fastened round the wrist. The chief intention of tying the upper fingers and thumb, is to hinder the too flexible motion of them when the pupil is endeavoring to learn the larger movements. Each movement ought to be acquired distinctly and correctly. Now if the fingers were allowed to move, while the learner is acquiring the larger movements of the arm and

fore me is the Fifth Edition, dated 1822. There had been other editions before 1815, for this testimonial is from the Antijacobin Review, October 1815: "Mr. Carstairs is very different from our modern quacks, who kill where they profess to cure, inasmuch, that he not only promises, but performs wonders. He professes to teach men who write a bad hand, to write a good hand in six lessons; and, we are assured, he had fully succeeded in accomplishing his object."

Of his own system he says (page 33): "Notwithstanding the reformation that I have affected in the Art of Writing, and the facilities I have afforded in its tuition, I indulge in no chimerical views, uncertain speculations, or fanciful experiments; my improvements will stand the test of the most rigid examinations, and require only to be exhibited to the ob-





## Mistranscribing Shorthand Notes

Mr. Matthew A. Moosbrugger, National City Bank, New York City, in addressing the New York City Gregg Shorthand Teachers' Association said that mistranscribing of shorthand notes by stenographers was among the most costly of errors perpetrated in the business world — costly because of the stenographer's time in making corrections, the time of dictator in supervising and catching the errors, and very often the time of the executive who has to sign the letter. To this must be added the cost of stationery "consumed by errors"—the wasted letterheads, carbon copies, envelopes, etc. For these reasons, any contribution that can be made to eliminate errors is highly important.

"While the general type of young people entering business is constantly higher yet there is room for improvement", he said, "and to develop experienced stenographers and secretaries should be the goal."

To eliminate errors on the part of stenographers, correlation of shorthand and typewriting should begin early in the course and continue all through it instead of learning the various subjects (shorthand, typewriting, English, etc.) as separate units and correlating them when a complete knowledge of each is arrived at.

While the business man is not interested in what system of shorthand is employed or what typewriter is used, he is vitally interested in knowing how long the matter dictated is going to take before the finished product is laid before him. The typewriter carriage must be constantly on the move, turning out the letters, reports, statements, etc. Four things are needed to accomplish this: (1) Shorthand speed plus readable notes (2) Typewriting speed plus ability to read notes (3) Knowledge of English, and (4) Judgment.

Judgment is important. It is doing the right thing at the right time. While teachers cannot supply brains

they can develop judgment, he thought.

The speaker raised the question as to whether or not it would be better to begin typewriting several months before shorthand is taught so that typewritten transcription can begin with the very first lesson of shorthand.

No doubt, smooth, even dictation is necessary to develop shorthand writing, but he insisted that students ordinarily go into the business world with that sort of preparation only and he recommended what may be termed a "business laboratory," where actual business conditions are simulated as closely as possible. While he left the pedagogical technique to be determined by the teachers, he suggested that exercises should be established to develop every phase of the work from the simplest operation to the most complicated and varying conditions. He deprecated such things as the use of blank sheets of paper for transcribing business letters and suggested that the smooth, lulling, sleep-producing, monotonous drone so often practiced in classrooms should give way to bright, business-like, even erratic, dictation as the student gets in the business world.

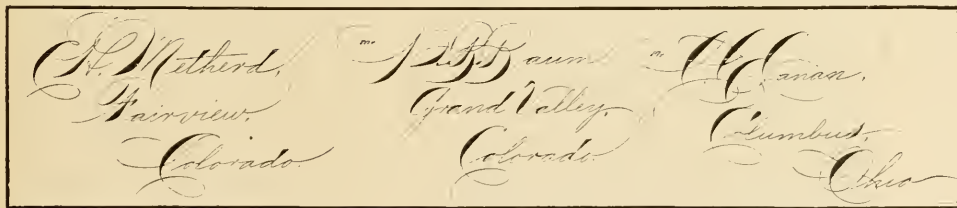
In the imaginary business laboratory, or finishing class, students should be dictated to separately, interrupted in their work by further dictation, their judgment developed by being given cablegrams, telegrams, and things of that sort so that they can determine relative values of these various items and know which one to complete first, second, etc. "This finishing class should not be a forty-five minute period. Business does not work in forty-five minute periods! It should be a whole-day affair."

With closer unity throughout the course and the establishment of such a secretarial training course as has been suggested, he believed boys and girls will be better fitted to assume the responsibilities of their calling.

### LITTLE BROWN HANDS

*Abner E. J. Reeser*

They drive home the cows from the pasture,  
Up through the long shady lane,  
When the quail whistles loud in the wheatfields  
That are yellow with ripening grain.  
They find in the thick, waving grasses,  
Where the scarlet-lipped strawberry grows;  
They gather the earliest snowdrops,  
And the first crimson buds of the rose.  
  
They toss the new hay in the meadow;  
They gather the elder-bloom white;  
They find where the dusky grapes purple  
In the soft-tinted October light.  
They know where the apples hang rippest  
And are sweeter than Italy's wines;  
They know where the fruit hang the thickest  
On the long, thorny blackberry vines.  
  
They gather the delicate sea-weeds,  
And build tiny castles of sand;  
They pick up the beautiful sea-shells,  
Fairy barks that have drifted to land.  
They wave from the tall, rocking tree-tops,  
Where the oriole's hammock-nest swings;  
And at night-time are folded in slumber  
By the song that a fond mother sings.  
  
Those who toil bravely are strongest;  
The humble and poor become great;  
And so from these brown-handed children  
Shall grow mighty rulers of state.  
The pen of the author and statesman,  
The noble and wise of the land,  
And the palette and brush of the artist  
Shall be held in the little brown hand.



The above envelope addresses are from the pen of S. B. Potter, Supt. of Schools, Garfield County, Glenwood Springs, Colo.

We doubt very much whether there is another superintendent in the United States who can equal the above. We are always glad to see specimens of handwriting from superintendents, for surely the penmanship work would be better throughout the country if superintendents generally took more pride in their own handwriting.

Mr. Potter attended the Zanerian College of Penmanship in 1895, and much of his success as a superintendent of schools can be credited to the start he received in the Zanerian.



## Ancient Systems of Writing

By A. C. EVANS, Pasadena, Calif.

### INSTALLMENT II

#### Ancient Writing—Continued

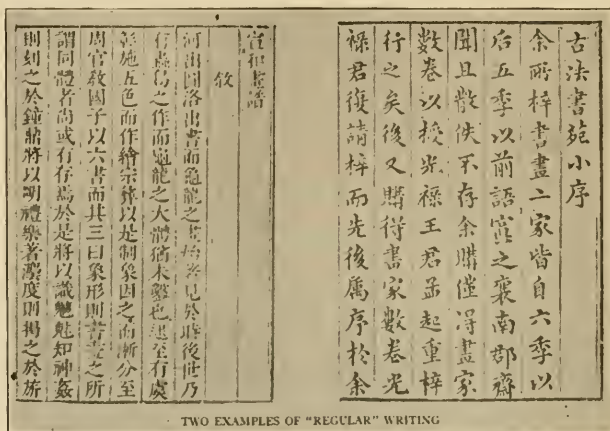
Like the Egyptian and the Babylonian the Chinese writing is very ancient. About 4,600 years ago the Chinese discovered the process of making India ink, which should properly be called Chinese ink. Nothing better has ever been made, in a writing fluid, and for centuries no European succeeded in making anything so good. This India ink is now prepared in beautifully decorated cakes or sticks.

clouds and as forceful as a startled snake." (Ferguson). Chang Chi is in the humblest places, there were no writing schools in which they might learn. Perhaps they followed an apprenticeship similar to that of the scribe in Egypt or Babylonia. That they learned is well attested by many splendid specimens which are preserved to our time. The writer was judged by the quality of his stroke. The stroke of one writer "is described as having been as light as fleeting

tians, the clay of the Babylonians, and the bamboo, paper and silk of the Chinese and Japanese, many other kinds of writing material have been used at various times and in different countries. The wood and bark of trees were used very early but naturally no very ancient specimens are preserved. We know that the Romans occasionally used the inner bark of the lime tree, because our word library comes from the Latin "liber", the inner bark of a tree. In India palm leaves have been the most common writing material for centuries. Stone was used by the Egyptians for their hieroglyphics and by the Chinese possibly earlier even. Ten stones have been preserved in China, dating back to about 2351 B. C. Stones are still used for inscriptions in our modern cemeteries. The Hebrew scriptures were written on prepared goat skins. The Koran was first written on shoulder bones of sheep and kept in a chest belonging to one of Mohammed's wives. The Greeks used oyster shells and pottery for some of their records. In Pliny's time some Romans used lead but as lead could be easily changed, brass took its place. Gold, silver, and copper have been used for ceremonial writings in India and China. The Eskimos used walrus ivory. Mexican manuscripts have been found which are done in bright and varied colors with a feather pencil on prepared skins or fibrous paper made from the maguey plant. The Spanish bishops made bonfires of carvings, statues, wood paintings, and of priceless pictures on native paper and deer skin. So, writing, being a universal art, man has found the material in his natural surroundings and at different times and places he has used various substances to perpetuate his ideas.

Papyrus was the most practical of these, being relatively inexpensive and easy to prepare. Remember, however, that papyrus is not paper. Neither does it afford the splendid smooth writing surface which vellum has. In addition it is brittle so that some of the old books have been preserved only by placing leaves of vellum (prepared calf-skin) at intervals between the sheets of papyrus. Vellum was rather expensive, however, so we are especially fortunate today to have for writing purposes a substance which is inexpensive and which at the same time gives an ideal writing surface.

Although the Chinese invented paper many centuries ago it did not come into use in Europe until about the time of the Crusades. When the Arabs conquered Samarcand in Turkestan early in the 8th century, A. D. paper was being made there and the Arabs spread the art throughout the eastern Mediterranean countries, which were then under their control. The Mohammedans captured Byzantium, Jerusalem, Alexandria, Carthage, Spain, and were finally checked at Tours in France. Saracenic cult-



TWO EXAMPLES OF "REGULAR" WRITING

Reprinted with permission from "Outlines of Chinese Art" by John Ferguson, published by the University of Chicago Press.

The writing fluid is made by grinding off a portion and mixing with water. The Chinese were also the first to invent paper, 123 B. C., but originally they wrote upon bamboo with a stylus. Inscriptions were also made upon bronze vessels. The brush came into use about 200 B. C. and has been used continually since that time, paper and silk being the two materials for receiving the ink. The two arts, writing and drawing, have ever been as one in China; the writer and the painter using the same brush and ink.

H. S. Blanchard, that wonderful flourisher and illuminator of Los Angeles, when asked where he had acquired his remarkable skill, replied, "I learned most of it upstairs in my room with the door shut." It must have been in some such manner that the Chinese learned to ply the brush. While it is true that reproductions of the script of the masters were made and scattered over the country to be used as copybooks by beginners so that inscription was not wanting even

said to have turned the waters of a pond black by frequent dipping of the pen. Styles were named after leading writers as we speak of the Mills style or the Courtney style. The Chinese have had their A. D. Taylor and L. Madarasz, whom succeeding generations have tried in vain to imitate. "However, lacking in appreciation of the delicate intricacies of writing, westerners may be, it is well for us to remember not only that this branch of art is more highly honored in China than any other, but that its influence has been more widespread." "A great idea well expressed is most valuable to the world, but in China its influence is enormously increased when it is transmitted to others by means of artistically written characters. Thus writing, by the wide influence which it exerts, justifies for itself its rank as the crown of art in China."

Reprinted with permission from Outlines of Chinese Art by John Ferguson, published by the University of Chicago Press.

Besides the papyrus of the Egypt-



ure was introduced throughout this vast conquered territory and the manufacture of paper was encouraged. It was carried to Greece and to Sicily and in 1276 paper mills were set up in Italy. During the two following centuries the cities of Italy furnished the paper for southern Germany. Paper was introduced into

can waste baskets every day, their spirits would be greatly troubled. When you sit down to write your next letter, think of your pen, ink and paper, as well as the letters which you use, as part of your great heritage if the ancient Egyptians or later Greeks could see the amount unused or half-used which goes into Ameri-

and typewriting, which subjects were then becoming popular.

During the next few years, increased attendance brought about more development and other expansions, among them being the incorporation of the school in 1895. In 1913, all the additional available space in the Institute Building was engaged, but this again proved inadequate. Finally, in 1914, the provision of quarters especially planned for business school work was undertaken, and in 1916, the new Goldey College Building, shown herewith at Ninth Street at Tatnall, was completed and occupied.

This institution enjoys a national reputation for thoroughness and reliability. Its large student body annually represents several states and frequently includes young people from the West Indies, Central and South America. Since its founding, between 30,000 and 35,000 students have attended Goldey College.

The college is ever on the alert for new and improved methods and has become one of the leaders in business college teaching.

It is the mission of Goldey College to train young people as stenographers and bookkeepers, and to train them to make the knowledge of business principles so thorough that graduates will succeed rapidly and be fitted to be the business leaders of tomorrow; to advise, guide and help its graduates in entering upon successful careers; to encourage integrity, industry and ambition; to aid in character building and developing self-reliance; to upbuild manhood and womanhood; to train its students to be punctual, and to form proper habits and associations, as well as to observe the rights of others.

These things have placed the name of Goldey College in high esteem among the people of Wilmington, Delaware, and all who have become acquainted with this institution.



Hebrew manuscripts of Pentateuch in Samaritan Characters on unbleached leather. By permission of Smithsonian Institution.

Spain by the Mohammedans a full century earlier than that and France, for some time received her paper from there. Later the Spaniards carried the art of paper making to France. "In the second half of the 14th century the use of paper for all literary purposes had become well established in all western Europe; and in the course of the 15th century it gradually superseded Vellum." (Encyclopedia Britannica). By the time the first printing press was put into operation a supply of paper was available.

Neither papyrus nor vellum would have answered the purpose and you may easily imagine how much room the Boston Library would occupy if the books were printed on the Babylonian clay tablets. The first paper manufactured in England was in 1685 and the first paper mill in the United States was built in 1690 near the city of Philadelphia. High grade papers for writing purposes are made from linen rags. Cheaper grades are for the most part of wood pulp. The finest paper and vellum in the world is now manufactured in Japan, and may be obtained from the Japan Paper Co., 109 East 31st St. New York. They are importers of high grade papers from China, Japan, Korea, France, Italy, England, Belgium, Spain and Sweden. Paper can be obtained today to meet the most exact requirements. The ancient scribes would marvel at the choice of fine writing paper, which is on display in the modern stationery store. Paper is now such a common article that,

from the past. Of that alphabet I shall speak in the next installment.

## GOLDEY COLLEGE

Goldey College was established in 1886 by H. S. Goldey. Five students attended the opening session. A single room was used which served for both schoolroom and office. The rapid growth soon made it necessary to secure additional rooms, and in 1890 the office and commercial department were removed to the second floor and the old quarters were fitted for instruction in shorthand



Goldey College, Wilmington, Del., is quartered in a beautiful, new, modern building. A building which has been planned especially for business college work.





## LESSONS IN ORNAMENTAL PENMANSHIP FOR BEGINNERS

By L. M. KELCHNER, Seattle, Wash.

### INSTRUCTIONS

A certain indefinable dash and vigor is essential in the ornamental style. A slow cramped movement will produce stiff, heavy, clumsy and awkward forms. A free, easy and elastic movement will produce graceful and harmonious forms.

Study your movement, try to secure as perfect control of the hand and arm as possible, and by so doing you will secure more perfect and graceful letters.

You should spend from ten to twenty minutes' time on some easy preliminary movement exercises in starting your practice in order to limber up the writing muscles.

Copy 111. All the shade should come below the base line. Keep the down stroke about straight and have the up stroke for loop cross at base line. Notice how round and full the turn is at the top.

Copy 112. Don't make the part for the top too wide; horizontal oval at base line. The heaviest part of the shade should come down near the line. Tip the oblique part up a little if you have trouble in getting the shade too high.

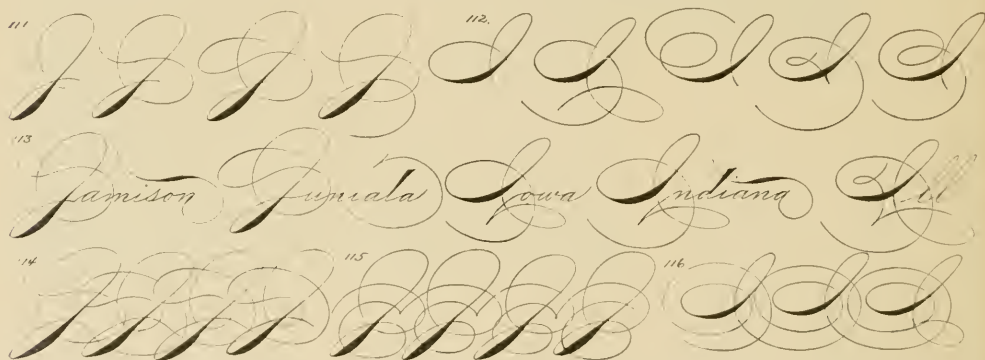
Copy 113. Make the capital, then write the small letters for each word. I advise raising the pen after making the capital.

Copy 114. Make this exercise without raising the pen. This will test your movement. It must be free in order to secure the fine, smooth lines.

Copy 115. You have a chance to raise the pen after making each letter, and I would advise you to do so. You have some parallel lines to watch in this exercise.

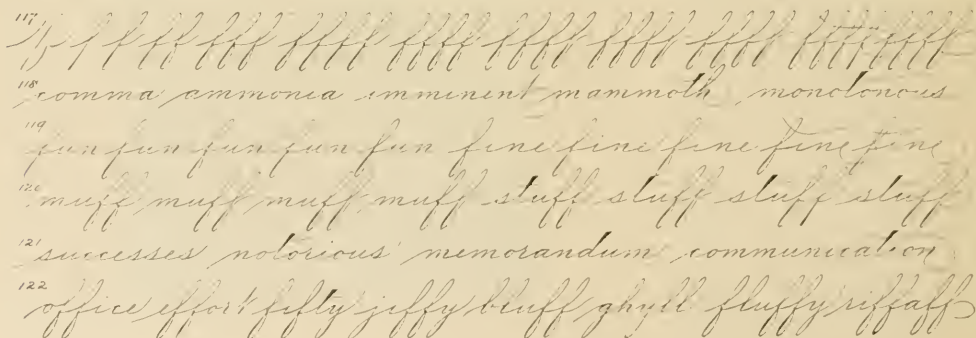
Copy 116. Start to the right and swing back to the left in making this exercise, and join three without raising the pen. This is the most difficult exercise on the page. Free, rotary movement.

"There is no substitute for thoroughgoing, ardent, sincere earnestness."



Copy 117. This letter is considered the most difficult of the loop letters. Use the combined movement. Make the down stroke rapidly, as it will help you to keep it straight. If shaded at all the shade should come on the lower loop. I raise the pen in making the last up stroke for the loop just at the base line. Uniform slant and spacing. Don't slight this letter. Master it.

Copy 118. These words are given to follow the preceding line of the f exercise. In most of the long words I would advise you to raise the pen. Watch spacing.





Copies 119 and 120. Same number of words on a line as copy. Go fast enough to secure fine, smooth hair lines. Uniform slant and spacing. Try and arrange your spacing so that the loops will not touch. I would advise you to write fifteen to twenty lines before you change to another copy. Hold yourself down to your best efforts all the time. No careless or indifferent practice.

Copy 121. This line is given to alternate with copy line 122. I would advise you to raise the pen every three or four letters. Most of our fine penmen for accurate work raise the pen often in writing words, and some go so far as to raise the pen on nearly every down stroke, but I do not think this advisable.

Copy 122. In writing these words see how near you can make the loops correspond in height and slant. Write about the same size as copy.

Copy 123. Make this principle entirely with the muscular movement. You must have freedom and dash to your movement. The heaviest part of the shade should come at turn just as it touches the base line. Tip the oblique part of the holder up a little. This will help you to get the shade low. Make short shade. Oval should be rather large and horizontal. Drop and raise the pen while the arm is in motion. Master this stem and you will have very little trouble with the letters that are to follow.

Copy 124. Let them lap like copy. Make the same number as in copy and see how near you can keep them to the same height and slant.

Copy 125. Make the stem first. See to it that you use a free movement in making the stroke over the top. Shade about as heavy as copy and make the shade quickly. No finger movement.

Copy 126. Free movement in making the capital. Make the small letters fast enough to secure smooth lines. Uniform spacing. There is a tendency to make too close spacing in such words as "receive," words where the letters are narrow at top.

123.

124.

125.

126.

Tennessee commission men receive corn

Copy 127. Just like copy 125, except the horizontal cross stroke, which should come at one-half the height of the letter.

Copy 128. Uniform slant and spacing. Retouch the t's and d's at top.

Copy 129. You have two exercises for this letter. Make the stem exercise first. Then the cap for exercise over the top. Place as many in group as copy. You have a chance to pause at each angle. Stop long enough to catch your balance in order to make the following stroke well.

Copy 130. Make this exercise without raising the pen.

Copy 131. Make stem part first. Notice double horizontal oval at bottom, also parallel compound curve at top. Do not be in too much of a hurry to change on these exercises, as it sometimes takes a page or two in order to learn the combination. All capitals must be made with a free movement. Small letters only fast enough to insure smooth lines.

127.

128.

129.

130.

131.

Side and wind stay no man's pleasures

# DATES IN DOCUMENTS

By Elbridge W. Stein

Examiner of Questioned Documents  
15 Park Row, New York City

(Mr. Stein's first article appeared in our February issue. We have a limited number of copies of that issue on hand.)

## ARTICLE No. 3

So simple a thing as the number of characters on a line of written matter may determine that the document could not have been written at the time alleged in it. The discovery of these significant facts in a document is the difficult task, their proof is a matter of demonstration.

A document under investigation may admittedly have been written on a particular machine and the problem is to determine whether it was written at the time it was

claimed to have been written. The truth or falsity of such a claim can be proved provided sufficient typewriting written on the identical machine alleged to have been used can be procured. A typewriter actually writes its own history from day to day in the work it does. The condition of the ribbon; new or old; heavy or light; blue, black, purple or red with all of the intermediate conditions make up many pages of this history. Broken, battered or worn type; imperfect alignment; uneven type impressions; type "off its feet"; faults in the shifting or ribbon mechanism; individuality of the operator;<sup>19</sup> rebounds; and repairs add to the volume and all point back to accidents, misuse and the gradual approach of old age.<sup>20</sup> From this history, it can be determined whether a document was written on the particular typewriter at the time alleged.<sup>21</sup>

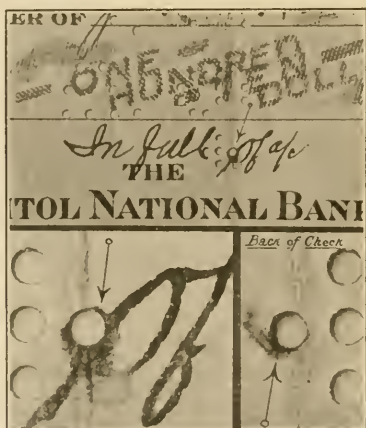
Natural wear of the type alone has been found sufficient to fix the period during which a disputed document was written, and when all of the other qualities in typewriting, which help to establish the date of a typewritten paper, are found and properly interpreted, these facts often constitute the most positive and conclusive evidence.

The contents of a document often has a bearing on the question of its age. Original receipted bills for jewelry purchased were produced by a claimant in order to establish the amount of an insurance loss. One of these bills, dated in 1917, contained a printed telephone number not assigned to the dealer until 1920. This slight prophetic activity made an embarrassing situation for the claimant. Street locations;<sup>22</sup> names of states;<sup>23</sup> towns, persons or organizations; births; deaths; marriages; divorces; incidents; events or accidents to which reference is made in any way alone may reveal the actual age of a suspected document.

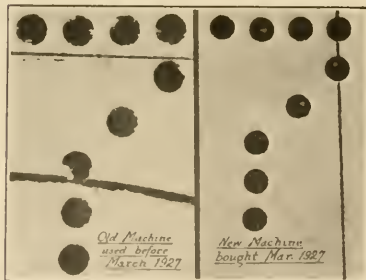
Highly significant age indications may be shown by eye-lets, stamps, seals or bindings and these parts of a suspected document should never be overlooked in an investigation of its genuineness. Apparently insignificant and irrelevant enclosure in letters sometimes have the most vital bearing on the solution of the question of their date of preparation. A newspaper clipping enclosed in a letter which was intended to show blood relation to a dead man and consequent

Unmistakable changes in typewriting type which marks a definite date before which these changed letters could not appear in any genuine document

heirship to his estate, had printed on the reverse side of the clipping an advertisement of the opening night of Klein's Music Master with David Warfield playing the leading role. The alleged date of the letter was many years before this play was ever produced. Anachronisms like these, when exposed in court, render yeoman service to confound the instigators of fraud.



An addition to a check after it had been cancelled and returned from the bank. Note where the ink ran around the cancellation punch hole and through the hole to the back of the check



Fraudulent date of cancelled check shown by change from an old to a new Cummings cancellation punch

<sup>19</sup> State vs. Swank, 99 Ore. 571.

<sup>20</sup> Grant vs. Jack, 116 Me. 342; 102 Atl. 38; State vs. Freshwater, 30 Utah 442.

<sup>21</sup> Kerr vs. U. S., 11 Fed. (2nd) 227.

<sup>22</sup> In re Hamlin's Will, 208 N. Y. Supplement 799.

<sup>23</sup> Brown vs. Kimball, 25 Wendell (N. Y.).

<sup>24</sup> Rockey's Estate, 155 Pa. 456; Allen vs. State, 3 Humphrey 366 (Tenn.).

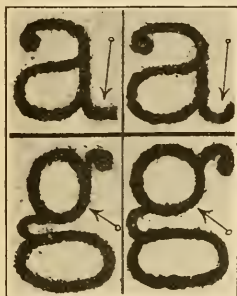
<sup>25</sup> Strickland vs. Strickland, 129 S. W. 801 (Ark.).

<sup>26</sup> Levy vs. Rust, 49 Atl. 1017 (N. J.).

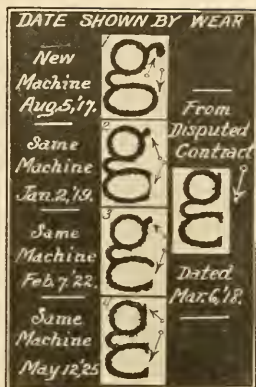


Anything that enters into the material construction<sup>24</sup> of a document or of its alleged history after being prepared may in some way become a factor in determining its age. Printing,<sup>25</sup> lithographing, ruling, numbering, perforations, cutting or trimming, tearing, burning, crumpling, discolorations,<sup>26</sup> revenue stamps, postage stamps,<sup>27</sup> or code letters may contain the additional evidence which confirms a suspicion that a document is not genuine because it is not as old as its date seems to declare. The detailed story regarding the preparation, execution, discovery, custody, or care of a document may, when properly analyzed, disclose some inherent and ridiculous improbability<sup>28</sup> as to the time these various things occurred.

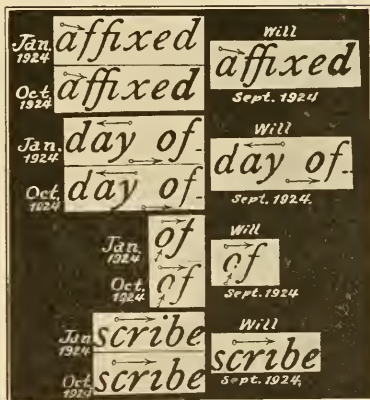
All crooks do not carry guns and black jacks, some of them assume an air of respectability and by means of fraudulent documents assisted by perjury, attempt through the courts to steal on a wholesale plan, even entire estates. The age of these fraudulent documents is often their most vulnerable point;<sup>29</sup> this is where they expose their heel. Lawyers, executors and trustees who have the duty of passing upon claims represented by documents should examine them with the utmost thoroughness for all these evidences of immaturity. Fortunately, scientific methods of examination<sup>30</sup> do much to rend the veil of obscurity which hangs over spurious documents and compels them to stand forth emblazoned with the scarlet letter of fraud.<sup>31</sup>



Changes in design of L. C. Smith type which have a date significance



One of the indications of a fraudulent date in a contract



Imperfections of the printing type in the printed form upon which the Oliver will was written show that the form was not printed until after the date of the will

<sup>27</sup> Lyon vs. Oliver, 147 N. E. 251 (Ill.).

<sup>28</sup> Martson vs. Pickwick, 248 Pac. 930 (Calif.).

<sup>29</sup> Tally vs. Cross, 124 Ala. 567; 26 So. 912; Lafrentz vs. Cavanaugh, 166 Ill. App. 306; Putnam vs. McCormick, 159 Iowa 702; 140 N. W. 880.

<sup>30</sup> Moye vs. Herndon, 30 Miss. 10.

<sup>31</sup> Hirshfield vs. Dana, 223 Pac. 451 (Calif.); Borkheim vs. Borkheim, 223 Pac. (Calif.); Baird vs. Shaffer, 168 Pac. 836 (Kans.); In re O'Connor's Estate, 179 N. W. 401 (Neb.).

## THE C. C. T. ASSOCIATION

The Central Commercial Teachers' Association will be held in Cedar Rapids, Ia., May 3, 4, 5, 1928. An inspiring program is already in process of formation and those interested in business education are assured a profitable session.

The officers for the ensuing year are:

President, T. A. Blakeslee, Lincoln School of Commerce, Lincoln, Nebr.

Vice President, P. L. Greenwood, Roosevelt High School, Minneapolis.

Secretary, W. F. McDaniel, Fort Dodge Business College, Fort Dodge, Ia.

Treasurer, R. M. Phillips, Capital City Commercial College, Des Moines, Ia.

The executive committee consists of the president, together with G. W. Puffer, Fountain City Business College, Fond du Lac, Wis.; W. D. Wigent, Gregg Publishing Co., Chicago; and W. C. Henning, Cedar Rapids Business College, Cedar Rapids, Ia.

The Central District comprises the states of Wisconsin, Illinois, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas.

## GEORGE C. FINLEY PASSES AWAY

George C. Finley, 49, Clarksburg, W. Va., was a public school teacher and later connected with the Elliott Commercial College of Wheeling. In 1902 when the Clarksburg, West Virginia, Business College opened, Mr. Finley was engaged to conduct the school. In 1905, he purchased the establishment. The Clarksburg school was the foundation of the present West Virginia Business College now under the management of T. B. Cain and his associates.



## DESIGNING & ENGROSSING

By E. L. Brown  
Rockland, Me.

Send self-addressed postal for criticism,  
and stamps for return specimens

### LETTERING AND FLOURISHING (See Cover Page.)

First of all this will be classed as a decorative design, embracing a style of pen art much in vogue thirty years ago, but one that has now fallen into disfavor among modern pen artists and engrossers. We present off-hand flourishing from time to time feeling that it is a most valuable exercise for developing grace, harmony, balance and color values in decorative pen art. All these principles must be developed and perfected and are always present in the best and most pleasing examples of engrossing and designing. Analyze a specimen of flourishing and you will find that it is far from being a "hit or miss" piece of work, but instead a combination of thoughtfully arranged light and shaded lines, where the factors of symmetry, balance and color have received close attention. A most inter-

esting exercise and a highly valuable one for those who would excel in off-hand pen work as applied to engrossing, especially the flourished texts on diplomas and resolutions.

Size of original drawing 12¼ x 17. The heavily shaded lines of the oval must be properly placed first—pencil one, trace and reverse for other side. Lay off in pencil the most important lines remembering that those lines are to be followed only in a general way in the off-hand pen work. Very few of the lines should be drawn with a slow finger movement. Use free flowing black ink and the whole arm movement. Study arrangement of strokes very carefully. A few ornaments on some of the strokes will enhance the effect of the design. The Old English words "Business Educator" must be pencilled with care, as the line must be centered and the spacing and size of lettering must be uniform. Broad lettering pens Nos. 2 and 2½ were used on the rest of the lettering which may be written free hand and re-touched with a common pen.

Now we are anxious to know how many of you in the younger generation of penmen, if any, are interested

in artistic pen flourishing. Let us see some of your work—our suggestions are freely and gladly given to all who will take the time and pains to send us samples of their very best work.

Mr. Paul D. Schenck, formerly Principal of the Erie Business College, is now Manager and Principal of the Youngstown Business College, Youngstown, Ohio.

Mr. Schenck is a graduate of Westminster College, New Wilmington, Pa., and also attended Zanerian College of Penmanship, Columbus, Ohio.

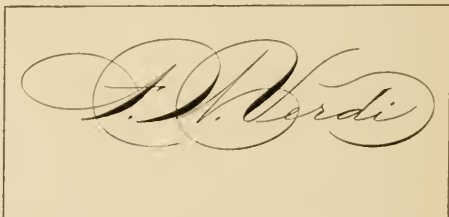
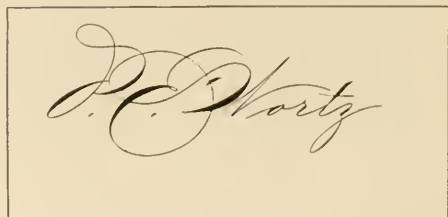
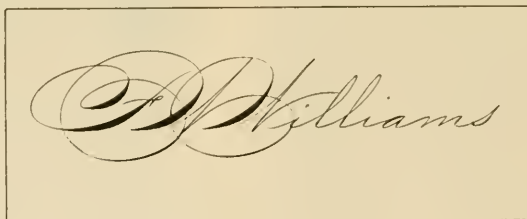
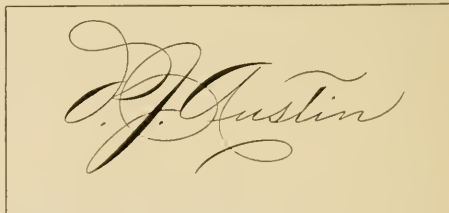
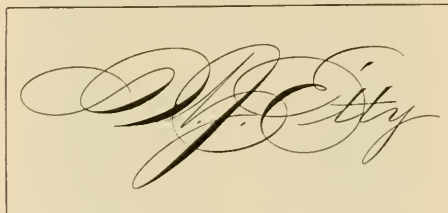
Allen C. Spangler, teacher in the Penna. Business College, Lancaster, has recently been awarded a Professional Penmanship Certificate. We are in hopes of publishing some of his work later.

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# FAMOUS LETTERS

Big Rapids, Mich. Apr. 29, '16.

D. T. Ames,  
New York.

Dear Sir: I submit the enclosed article for publication in the next number of the Journal. Should you refuse, please return the manuscript immediately.

Sincerely Yours

W. N. Ferris.

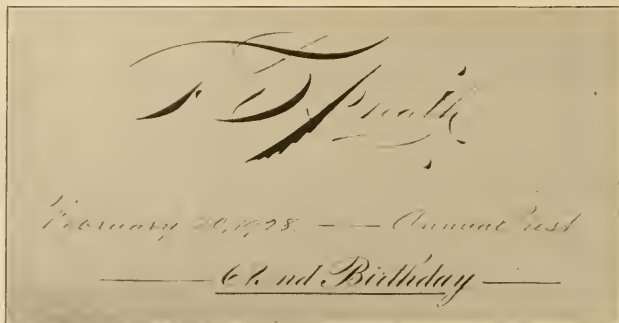
The above was written by W. N. Ferris to D. T. Ames, which evidently went with one of his contributions to the old Penman's Art Journal away back in the 80's.

We regret to learn from the newspaper dispatches that Senator Ferris is now confined to his hotel in Washington with an attack of pneumonia. We hope that his vigorous health will enable him to speedily recover. He is now 75 years of age. Senator Ferris was recognized as one of the fine penmen some years ago and he is one of the few penmen to be elected to the United States Senate.

The heading, "Famous Letters," was prepared by R. R. Reed of the Ferris Institute, Big Rapids, Michigan. Just as we were going to press we received word that Senator Ferris passed away.

A B C D E F G H I J K L  
M N O P Q R S T U V  
W X Y Z 1 2 3 4 5 6 7 8. W. W. Karlen





Every year about this time Mr. Heath of Concord, N. H., has a birthday, and he always gets out his oblique pen to see how much he has gained or lost over the previous year.

Taking inventory of our ability, as well as our resources, is very good practice, and, judging from the results above, Mr. Heath is still in the pink of trim. He writes remarkably well for a man 62 years of age.

### GOOD MATERIALS

When you see pen work of any description done by first-class penmen or engrossers, examine the quality of the material used. You will find that they use the best. They could not do a good job with poor materials, neither can a beginner. Our advice is to secure the best possible materials for they are the cheapest in the long run.

Much work which reaches our desk from those who are practicing from work presented in *The Business Educator* is on poor quality of paper and the results are unsatisfactory. Our cry is, *Use Better Material.*

Miss Christine Howell, last year with the Donovan Business School, Hackensack, N. J., has recently accepted a position in the High School at Castine, Maine.

A school paper has been received from Miss Lena Scally, Penmanship and Science teacher in the Central High School, Elkhart, Ind. Miss Scally organized a writing club which meets regularly every Tuesday and Thursday after school.

Thirty-six of the members have won penmanship certificates and the class as a whole is very enthusiastic over the club and penmanship.

### AUTHOR OF SHORTHAND DIES

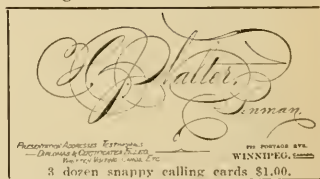
Isaac S. Dement, 72, nationally known inventor and shorthand writer, died January 11th, at Dayton. Mr. Dement became famous as a writer of Pitman shorthand, having once held the speed record.

Later he invented his own system of shorthand and became the author of a series of text books.

As he grew older, he became an inventor of mechanical devices. At one time he was in charge of the invention department of the National Cash Register. He also had a similar position with another company in Chicago.

For the past ten years he has been dividing his time between teaching shorthand and experimentation.

A letter has been received from O. A. Hoffman, President of Hoffmann's Milwaukee Business College, stating that they have opened up a new school in Memphis, Tenn., and that they are quartered in what is considered to be the finest office building in the South.



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### SEPTEMBER OPENINGS

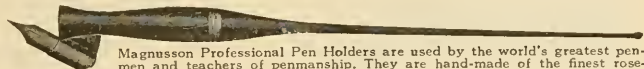
Already September positions are being reported. Calls have come from Massachusetts, New York, Rhode Island, Ohio, Iowa, and Oregon — just the first signs of rising sap. We'll be "sugared" before you realize that you are not in line for your share. Write today.

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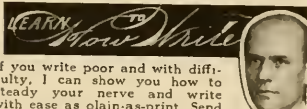


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## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**1928 Tax Diary and Manual**, by Prentice-Hall, Inc., 70 Fifth Avenue, New York City, N.Y. Flexible binding, 212 pages.

The Tax Diary and Manual is the simplest tax handbook on State taxes yet devised. It provides a daily tax reminder for all dates upon which tax reports, returns and payments are due.

In addition to the daily tax calendar the Manual contains an outline of all State Corporation, Inheritance and Income Taxes.

**Corporation Taxes.** States require corporations to pay an income, capital stock, sales, franchise or other special taxes and fees. Initial taxes last year varied from \$3 to \$10, which taxes on capital increases were as low as one-tenth of 1% on \$1,000 up to \$50. The Manual gives an outline of taxes imposed on corporations by each state.

**Penalties.** Corporations doing business in states without qualifying may be denied the right to maintain or defend suits in courts. In 1927 many fines of \$10 to \$1,000 were imposed for every transaction made. The Manual tells what penalties are imposed by each State upon unqualified corporations.

**Inheritance Taxes.** Approximately 45 States exact taxes on inheritance and of that number the majority impose a tax upon transfers of corporate stock and upon bonds and mortgages. Some states allow deduction to be made for taxes paid on other states from gross estates. The Manual includes tax rates for each state and for each class of beneficiary.

**Income Taxes.** Inheritance taxes permit various classes of beneficiaries exemptions ranging from \$100 to \$75,000 and assess the taxable properties at rates varying from 1% to 40%. The Manual makes clear what exemptions are allowed residents and non-residents.

**Income Taxes.** Various states impose income taxes varying from 1% on \$1,000 to 6% on excess over \$12,000. The Manual contains a digest of all personal income taxes for all states.

The Diary pages have been revised, and include approximately 700 changes in tax dates relative to returns, reports and payments. This Diary will prove even of greater value than the popular editions of 1926 and 1927.

**Fascinating Pen Flourishing**, edited by E. A. Luper, Principal, Zanerian College of Penmanship. Published by the Zaner-Bloser Company, Columbus, Ohio.

This book contains masterpieces from the pen of the world's greatest masters in the art of flourishing. These reproductions typify their conception of beauty, their ideals and their imagination.

In presenting this work the aim of the publishers has been to hand down to posterity the best that these masters have produced and also to present their work in such a way that the ambitious youth who desires can by careful study acquire a knowledge of it in this art.

The work reproduced in this book comes from the pens of the following: C. P. Zaner, W. E. Dennis, H. S. Blanchard, H. B. Lehman, H. W. Flickinger, L. M. Kellogg, E. A. Luper, C. C. Canan, E. K. Isaacs, H. P. Behrensmeier, H. L. Darner, E. L. Glick, R. S. Collins, L. Madarasz, M. B. Moore, L. Farretta, L. Farretta, F. B. Courtney, Fielding Schofield, G. A. Gaskell, A. W. Dakin, Clinton Skillman, Lyman P. Spencer, J. A. Wesco.

It is a teacher of penmanship, you can increase your penmanship skill, your standing in the eyes of your pupils, and your ability to waken ambition in students by learning to flourish skillfully.

**How To Apply For a Position**, by Maurice H. Wesen, Associate Professor of Business English, The University of Nebraska. Paper cover, 75 pages.

Sooner or later nearly every worker faces the task of writing a letter of application. Numerous people have found this to be their first practical job of writing. When you face that job what are you going to do about it? The purpose of this book is to help you to answer this question.

**How To Make Linoleum Blocks**, by Curtiss Sprague. Published by Bridgman Publishers, Pelham, N.Y. Stiff binding, 64 pages.

This is the most complete and instructive book on this interesting subject ever published. A Handbook of great value to every Teacher, Art Student, Letterer and Engraver. Not only are the mechanical essentials of Linoleum Block Printing explained, but the beautiful illustrations by well known artists make this a worthy addition to any library.

**Applied Business Correspondence**, by Herbert Watson. Published by the A. W. Shaw Company, Chicago, Ill. Cloth cover, 599 pages.

In the course of Mr. Watson brought together the results of many years of experience of the correspondence experts of the Shaw organization and several years of work which had been undertaken preparatory to publishing a course in business correspondence which would adequately reflect this experience. To this unique background he added the lessons crystallized during the years he had himself specialized in selling and business correspondence. Mr. Watson was formerly in charge of the mail sales departments of the A. W. Shaw Company, has been similarly connected with other concerns, and has for a number of years maintained, in New York, offices as an advertising and sales specialist.

The Course in Business Correspondence unjustly justified the expectations which this unusual background warranted. Its success uncovered a demand for a similarly comprehensive treatment of the subject, but without consultation privileges and some of the detailed developments only possible in an extended course. The publishers decided to supply this demand by drawing together into this book the necessary text from the Course itself.

To the reader not interested in undertaking a supervised course in business correspondence, this book therefore supplies several of those distinctive characteristics of a course of study ordinarily not to be expected of a book. It contains complete machinery for the application, step by step, of its exposition. The division in the treatment is in fact so marked that the portion of the book providing specific application can be skipped, and the exposition alone—in itself a complete book on business correspondence in the usual sense of the expression—read for purposes of review or coverage of the subject in the usual way.

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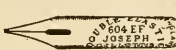
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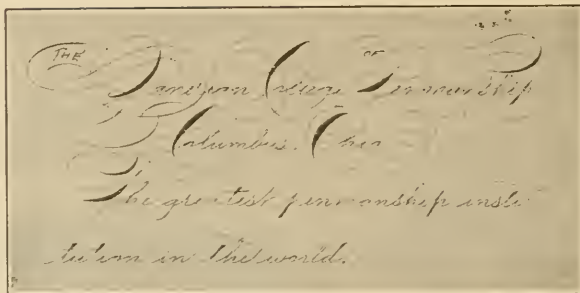
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| (2 persons)   | (2-4 Persons)     |
| \$5 per day   | \$7 per day       |

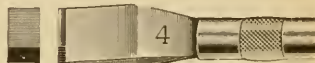
HAROLD E. REYNOLDS  
Proprietor



W. H. Morgan, the penman of Avondale, W. Va., wrote the above.

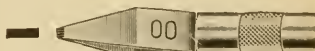
## 97 VARIETIES LETTERING PENS

### Shading Pens



Shading Pens Make a Mark of Two Shades at a Single Stroke of the Pen, From One Color of Ink (Sizes 00 to 8)

### Marking Pens



Marking Pens Make a Solid, Plain Mark, Strong, Full Strength of Color of Ink used (Sizes 00 to 8)

## 19 SHADES LETTERING INKS



An Ideal Lettering Ink for the Marking, Shading, Sonnecken and Speed Ball Lettering Pens — Flows freely, gives a clear-cut shade and has a decidedly rich color. These inks are the product of 48 years' experimenting with Lettering Inks, and they are to be relied upon. The ink is put up in wide-mouthed 1-oz. screw-capped bottles—19 shades.

## 100 PAGE TEXT BOOK

COMMERCIAL PEN LETTERING AND DESIGNS. (FIFTH EDITION) 100 pages 8x11, containing 148 plates of Commercial Pen alphabets, finished Show Cards in colors, etc., prepaid, One Dollar.

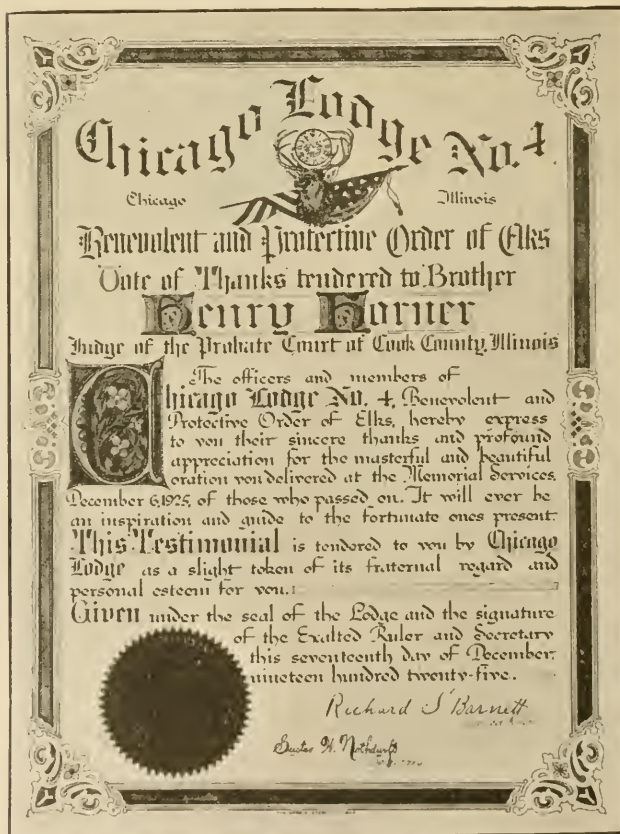
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Learn to letter Price Tickets and Show Cards. It is easy to do RAPID, CLEAN-CUT LETTERING with our improved Lettering Pens. MANY STUDENTS ARE ENABLED TO CONTINUE THEIR STUDIES THROUGH THE COMPENSATION RECEIVED BY LETTERING PRICE TICKETS AND SHOW CARDS. FOR MERCHANTS OUTSIDE OF SCHOOL HOURS. Practical lettering outfit consists of 3 Marking and 3 Shading Pens, Lettering Ink, sample Lettering in colors, instructions, figures and alphabets prepaid \$1.00.

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**Newton Lettering Pen Co.,**

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All goods go postpaid except those listed to go by express, you to pay express charges. Of course, when cheaper, good listed to go by express will be sent by parcel post, if you pay charges.

## Pens

### Zanerian Fine Writer Pen No. 1.

|                                                                                                                                           |        |             |        |            |        |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------|-------------|--------|------------|--------|
| 1 gr.....                                                                                                                                 | \$1.75 | 1/4 gr..... | \$ .50 | 1 doz..... | \$ .20 |
| Zanerian Ideal Pen No. 2, Zanerian Medial Pen No. 3, Zanerian Standard Pen No. 4, Zanerian Falcon Pen No. 5, Zanerian Business Pen No. 6. |        |             |        |            |        |
| 1 gr.....                                                                                                                                 | \$1.25 | 1/4 gr..... | \$ .40 | 1 doz..... | \$ .15 |
| Special prices in quantities. We also handle Gillott's, Hunt's, Spencerian and Esterbrook's pens. Write for prices.                       |        |             |        |            |        |

### Broad Pointed Lettering Pens.

|                                    |        |
|------------------------------------|--------|
| 1 Complete set (12 pens).....      | \$0.35 |
| 1/2 doz. single pointed pens.....  | .15    |
| 1/2 doz. double pointed pens.....  | .30    |
| 1 doz. single pointed, any No..... | .25    |
| 1 doz. double pointed, any No..... | .60    |

## Pen Holders

### Zanerian Fine Art Oblique Holder, Rosewood:

|                                                  |        |               |        |
|--------------------------------------------------|--------|---------------|--------|
| 11 1/2 inches.....                               | \$1.25 | 8 inches..... | \$1.00 |
| Zanerian Fine Art Straight Holder, 8 inches..... |        |               |        |

### Zanerian Oblique Holder, Rosewood:

|                    |        |               |        |
|--------------------|--------|---------------|--------|
| 11 1/2 inches..... | \$ .75 | 8 inches..... | \$ .65 |
|--------------------|--------|---------------|--------|

### Zanerian Expert Oblique Holder, 7 1/2 inches:

|              |        |             |        |             |        |
|--------------|--------|-------------|--------|-------------|--------|
| 1 only.....  | \$0.20 | 1 doz.....  | \$1.25 | 1/2 gr..... | \$6.50 |
| 1/2 doz..... | .75    | 1/4 gr..... | 3.50   | 1 gr.....   | 12.00  |

### Excelsior Oblique Holder, 6 inches:

|              |        |             |        |             |        |
|--------------|--------|-------------|--------|-------------|--------|
| 1 only.....  | \$ .15 | 1 doz.....  | \$1.20 | 1/2 gr..... | \$5.50 |
| 1/2 doz..... | .70    | 1/4 gr..... | 3.00   | 1 gr.....   | 10.00  |

### Zaner Method Straight Holder, 7 1/2 inches:

|                                                  |        |             |        |             |        |
|--------------------------------------------------|--------|-------------|--------|-------------|--------|
| 1 only.....                                      | \$ .15 | 1 doz.....  | \$ .60 | 1/2 gr..... | \$2.65 |
| 1/2 doz.....                                     | .40    | 1/4 gr..... | 1.50   | 1 gr.....   | 4.80   |
| 1 Triangular Straight Holder, 7 1/4 inches.....  |        |             |        |             |        |
| 1 Correct Holder, hard rubber, 6 1/4 inches..... | .25    |             |        |             |        |
| 1 Hard Rubber Inkstand.....                      | .70    |             |        |             |        |
| 1 Good Grip Penpuller.....                       | .10    |             |        |             |        |
| 1 Inkholder for Lettering.....                   | .10    |             |        |             |        |

## Cards

### White, and six different colors:

100 postpaid, 30¢; 500 express (shipping weight 2 lbs.), \$1.00; 1000 express (shipping weight 4 lbs.), \$2.00.

### Flourished Design Cards:

With space for name. Two different sets of 12 each. Every one different.

|                      |        |                       |        |
|----------------------|--------|-----------------------|--------|
| 1 set, 12 cards..... | \$ .15 | 6 sets, 72 cards..... | \$ .40 |
|----------------------|--------|-----------------------|--------|

### Joker or Comic Cards

|                      |        |                       |     |
|----------------------|--------|-----------------------|-----|
| 1 set, 12 cards..... | \$ .15 | 6 sets, 72 cards..... | .40 |
|----------------------|--------|-----------------------|-----|

## Papers

### Zanerian 5-lb. Paper (wide and narrow rule):

|                                      |        |
|--------------------------------------|--------|
| 1 pkg. of 240 sheets by express..... | \$1.50 |
|--------------------------------------|--------|

### Zanerian 6-lb. Paper (narrow rule):

|                                      |        |
|--------------------------------------|--------|
| 1 pkg. of 240 sheets by express..... | \$2.00 |
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### Zanerian Azure (Blue) Paper:

|                                      |        |
|--------------------------------------|--------|
| 1 pkg. of 240 sheets by express..... | \$2.00 |
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### Zaner Method No. 9 Paper (3/8-in. rule, 8x10 1/2)

|                                        |        |
|----------------------------------------|--------|
| 1 pkg. of 500 sheets, not prepaid..... | \$ .85 |
| 100 sheets by mail postpaid.....       | .50    |

### Zaner Method No. 15 Paper (3/8-in. rule, 8x10 1/2):

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|----------------------------------------|--------|
| 1 pkg. of 500 sheets, not prepaid..... | \$1.50 |
|----------------------------------------|--------|

## Inks

### Zanerian India Ink:

|                                  |        |                             |        |
|----------------------------------|--------|-----------------------------|--------|
| 1 bottle.....                    | \$ .40 | 1 doz. bottles express..... | \$4.00 |
| 1 bottle Zanerian Gold Ink.....  | .25    |                             |        |
| 1 bottle Zanerian White Ink..... | .30    |                             |        |

### Arnold's Japan Ink:

|                               |        |
|-------------------------------|--------|
| 1 bottle, 4 oz. postpaid..... | \$ .50 |
| 1 pint by express.....        | .75    |
| 1 quart by express.....       | 1.15   |

### Zanerian Ink Powder:

|                                        |            |
|----------------------------------------|------------|
| 1 quart package.....                   | \$ .30     |
| 6 packages or more, per pkg., net..... | \$ .22 1/2 |

### Zanerian Ink Tablets (both red and black):

|                               |        |
|-------------------------------|--------|
| 1 quart box, 32 tablets.....  | \$ .30 |
| 6 boxes or more, per box..... | .25    |

## Fine White Cardboard

### White Wedding Bristol: Size 22 1/2 x 28 1/2:

|                                 |        |
|---------------------------------|--------|
| 6 sheets, postpaid.....         | \$ .90 |
| 12 sheets, postpaid.....        | 1.65   |
| 2 sheets by mail, postpaid..... | .50    |

## Large Sheets of Paper

### Ledger, 16x21—28 1/2-lb. stock (smooth surface):

|                                  |        |
|----------------------------------|--------|
| 6 sheets by mail, postpaid.....  | \$ .65 |
| 12 sheets by mail, postpaid..... | 1.10   |

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**THE ZANER-BLOSER CO., Penmanship Specialists**

**Columbus, Ohio**



# Zanerian Summer School

## For Supervisors, Teachers, Penmen and Students

A special intensive six weeks' course beginning July 5 will be given in Modern Handwriting methods for Supervisors, Teachers, Penmen and Students. This course gives teachers and those with limited time a chance to prepare during vacation period to teach handwriting and to improve their skill in plain business handwriting or in any of the other branches of penmanship and lettering. Many teachers have attended as high as five or six summer terms. A number of nationally known instructors are employed each summer to present latest in methods to our summer school pupils.

The following are some of the men and women who have been instructors in Zanerian Summer Schools:

C. E. Doner, Massachusetts State Normal Schools.  
D. C. Beighey, Supr. of Writing, Indianapolis, Ind.  
H. L. Darnier, Stanton Motor Company, Pittsburgh, Pa.  
C. Spencer Chambers, Supervisor of Writing, Syracuse, N. Y.  
Alma E. Dorst, Supervisor of Writing, Oak Park, Ill.  
Elizabeth Landon, Supervisor of Writing, Binghamton, N. Y.  
J. A. Savage, Supervisor of Writing, Omaha, Nebr.  
Frank H. Arnold, Supervisor of Writing, Spokane, Wash.  
Dr. Frank N. Freeman, Prof. Educational Psychology, University of Chicago.  
C. C. Lister, Maxwell Training School for Teachers, Brooklyn.

A. G. Skeeles, Supervisor of Writing, Columbus, Ohio.  
Helen E. Cotton, Supervisor of Writing, Schenectady, N. Y.  
Adelaide Snow, Teacher, Riverside High School, Milwaukee.  
Harriett Graham, Supervisor of Writing, Springfield, O.  
A. M. Hinds, Supervisor of Writing, Louisville, Ky.  
Agnes E. Wetherow, formerly Representative of the Zaner-Bloser Company.  
Tom Sawyier, formerly Director of Writing in Indianapolis and Milwaukee.  
Dr. W. O. Doeschner, Prof. Psychology and Philosophy, Capital University, Columbus, Ohio.



## SCHEDULE AND COURSE OF STUDY FOR ZANERIAN SUMMER SCHOOL

July 5 to August 13. Students may enroll earlier to take additional work.

8:00 to 9:00—Practice of Teaching Penmanship.  
9:00 to 10:00—Business of Penmanship, Analysis and Theory.  
10:00 to 11:00—Methods of Teaching Penmanship.  
11:00 to 12:00—Blackboard Writing.  
12:00 to 3:00—Business Penmanship, Analysis and Theory.  
3:00 to 4:00—Psychology.  
4:00 to 4:30—Roundtable Discussion.

### PRACTICE OF TEACHING PENMANSHIP

This class is quite interesting and instructive. Drills are given with a two-fold purpose. One is improvement in executing a dashy, graceful handwriting, and the other is to give the pupils practice in teaching.

Model lessons are given and criticisms and suggestions are offered with the view of training pupils to present the subject in the most modern way.

Teachers receive many practical ideas and valuable suggestions in this class.

Many problems will be worked out in these classes. They are just the drills you need to put life into your writing and your teaching. You will find them interesting and a real help.

### BUSINESS PENMANSHIP, ANALYSIS AND THEORY

We inspect each pupil's work twice each day. Criticisms are offered and suggestions and instructions are given for improvement, and when needed fresh-from-the-pen copies are written, which give pupils the best working models and show them exactly how to proceed. Our method of instruction enables us to give each pupil the help which is best suited to him and his particular needs.

This personal interest in pupils is one of the things which has helped to make the Zanerian the unique school it is today. Students come to the Zanerian from all parts of the country to get our personal criticisms and instructions. They have been the means of developing America's finest penmen. "It is an inspiration to see the instructors dash off beautiful copies," is the common remark by students. Seeing work executed skillfully creates in students a desire to improve as nothing else will. A feature of the Zanerian Summer School is the personal, helpful interest shown by our teachers in every student.

### METHODS OF TEACHING PENMANSHIP

This is an intensely interesting and helpful class for teachers and supervisors. Discussions are given on Public School Penmanship for all grades, Normal, Rural and Private School Penmanship; Methods of Presentation; Writing Surveys; Grading Specimens According to Scales; Outlines; Large Writing for Small Children, and various timely problems of Arm Movement Writing and the new Correlated Handwriting.

### BLACKBOARD WRITING

The blackboard is one of the best tools and every teacher should be a good blackboard writer.

Instructions and drills are given, and pupils are encouraged to practice as much as possible on the board. The blackboard classes are an inspiration.

### PSYCHOLOGY

Psychology, five hours per week. A study of the fundamental principles of the subject including a consideration of the scientific and philosophical principles of mind, consciousness and behavior. The course will include a study of habituation, automatization and the motor factors in the psychology of handwriting.

NOTE: This course will be given in our school under the direction of Capital University, Columbus, Ohio. Two Semester Hours credit for the satisfactory completion of this course will be given by Capital University. This credit will be transferable.

PREREQUISITE: Graduation from first grade High School or its equivalent.

### ZANERIAN ROUND TABLE

Among the students in the Zanerian College are always many experienced and skillful teachers and supervisors. The opportunity of knowing and associating with them at the round table is one of the most valuable and enjoyable features of the Summer School.

A page from the new Zanerian Catalog. Write for free copy if you are interested in either residence or correspondence work in the Zanerian College of Penmanship, Columbus, Ohio.

Vol. XXXIII MAY, 1928 Number IX

# The Business Educator

Penmanship  
Commercial Education  
Engrossing

Published by  
Zaner and Bloser Co.  
Columbus, Ohio.

Ernest S. Jackson, 28.

# 1928 Zanerian Summer School

Six Weeks Beginning July 5

## INSTRUCTORS



**MISS MILDRED MOFFETT,**

Representative and Traveling instructor of The Zaner-Bloser Company, will give work in Methods.

Miss Moffett has had experience as an elementary teacher in the Springfield, Ohio, Public Schools; Supervisor of Writing, Parkersburg, W. Va., and Middletown, Ohio; Field Supervisor for Zaner-Bloser Company; Instructor of Penmanship, Asheville, N. C., Normal School, two summers; Instructor of Penmanship and Methods of Supervision in Handwriting, University of Southern California, Los Angeles.



**W. O. DOESCHER, Ph.D.,**

Professor of Psychology and Philosophy, Capital University, Columbus, Ohio.

Dr. Doescher will again teach Psychology in the Zanerian Summer School. Two hours college credit can be earned in his class.

Dr. Doescher is a very able scholar and an extremely patient, sympathetic teacher.



**FRANK H. ARNOLD,**

Supervisor of Handwriting, Spokane, Washington, is known throughout the United States as one of the foremost supervisors. Unquestionably he is one of the most enthusiastic, forceful speakers in the penmanship profession.

It is with pleasure that we announce that Mr. Arnold will be with us for two or three weeks, beginning July 16, and will give at least ten lectures. It will be worth a trip across the continent to hear Mr. Arnold.



**FLOSSIE G. CAIN,**

Supervisor of Writing, Rocky River, Ohio, is a penman and teacher of unusual skill. She has a pleasing personality and has had splendid training and experience. She will be one of the instructors in the Zanerian Summer School.



**R. B. MOORE**

Secretary of The Zaner-Bloser Company, a man who has traveled extensively in the interest of penmanship and who has appeared before many thousands of teachers, will give work in Methods of Teaching in the Zanerian Summer School.

Mr. Moore's experience makes him especially well qualified to bring to the Zanerian students the very latest in penmanship.



**MR. E. A. LUPFER,**

Principal, Zanerian College, will as usual be one of the regular instructors in the coming Summer School.

**MRS. MINA LUCAS,**

Supervisor of Writing, Findlay, Ohio, will aid pupils in securing room and board and assist in any way possible to make pupils comfortable.

Write for Catalog.

## Zanerian College of Penmanship

Columbus, Ohio





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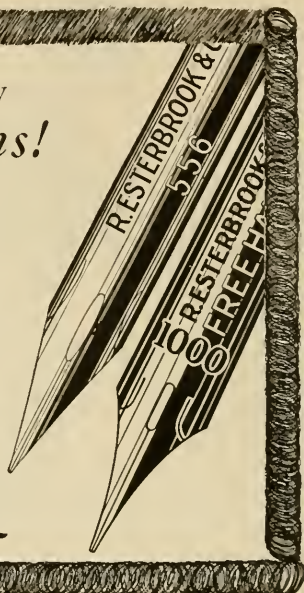
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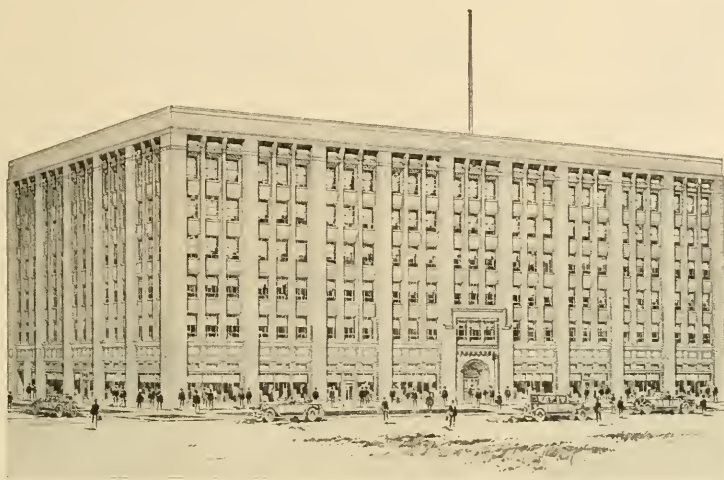
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Less than 150 use one of 11 different systems.

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June-August, 1928

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July 5 — August 16, 1928

Asheville Normal and Associated Schools,  
Asheville, N. C.

Colorado State Teachers' College,  
Greeley, Colorado

McCann School of Business,  
Reading, Pa.

#### Chicago Summer School

Lewis Institute, Chicago, Ill.,  
June 25 — July 27, 1928

Georgia State College for Women,  
Milledgeville, Ga.

North Carolina College for Women,  
Greensboro, N. C.

Catalog on request

## Zaner & Bloser Company

COLUMBUS, OHIO

# *THE Business Educator*

Volume XXXIII

COLUMBUS, OHIO, MAY, 1928

No. IX

## COMMERCIAL EDUCATION LOSES AN ABLE WORKER



**WOODRIDGE N. FERRIS**  
Educator, Ex-Governor and Senator  
**WHY I LOVED WOODBRIDGE  
NATHAN FERRIS, THE  
GREAT TEACHER**

## A Tribute to Michigan's Great Edu- cator by R. R. Reed of the Ferris Institute Faculty

He loved hard work—it was his religion, his philosophy, his life. He had an indomitable will and powerful physical, mental, and moral courage. He was a fighter and loved a fighter—that's why I loved him.

His life's work was that of a teacher. Whatever his title in the public offices which he held—Governor, Senator, or what not—he was, essentially and in fact, always a teacher. He held as fine and lofty ideals as any man I ever knew, and his whole life was given to the task of inspiring his fellow human beings with the same high ideals—that's why I loved him.

Through his reading of biographies during the morning exercises at Ferris Institute, he brought to my attention the lives and accomplishments of great men who rose from the lowly environments of early life to places of influence and honor—not through

the rosy paths of ease, but by meeting, mastering, and surmounting many obstacles along the way. He taught me to face the difficult problems of life with greater courage and confidence—that's why I loved him.

He was kind, and absolutely unselfish; and while his demands upon his students were quite exacting, yet I have never known a teacher who was more kind, considerate, and sympathetically helpful to his students when in need of fatherly advice or of assistance in getting over some of the difficult points in their studies.

I have known him to give his time and assistance to students many times when he was tired and wornout and sometimes even ill and should have been at home in bed. He loved the human family of which I am a part, and I could not but reciprocate—that's why I loved him.

He was always on time. I have never known a man who was more punctual in meeting all engagements. He always remembered, acknowledged and returned even the slightest favors. He never dealt in flattery. He was little inclined even to compliment one for work well done. Owing to the high ideals he set for himself and others, he simply accepted worthy accomplishments as things to be expected. Nevertheless, he loved the man or woman who did things worth while. He was a lover who loved the things I love—that's why I loved him.

He strengthened my desire for a greater knowledge of human nature and taught me much in this greatest study. It has been truly said that the greatest study of mankind is man, for it is only with a better understanding of our fellowmen that we are able to adjust and bring our lives into harmony with those about us and with whom we have to live, learn and labor—that's why I loved him.

(Continued on Page 13.)

**James Washington Westervelt**, founder and principal of the Westervelt School, London, Ont., Canada, died on March 21.

Mr. Westervelt was widely known as a commercial educator, having given about forty-three years of his life to commercial education.

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Veteran Penman and Engrosser of  
Philadelphia

Mr. J. E. Soule was born in Palmyra, Maine, December 20, 1844 and after acquiring some skill with the pen became associated with teaching of penmanship in Business College work. At one time he roomed with John D. Williams the famous flourisher and after coming to Philadelphia became instructor in the old Bryant & Stratton Business College and later proprietor of this college. In my office there is a testimonial which was engrossed by H. W. Flickinger in 1869 and presented to him while he was a teacher in this college.

After disposing of Business College he became a broker of stocks and bonds and he always claimed that this venture was unprofitable to him, but the writer is of the opinion that some of his stocks and bonds turned out very nicely later. At any rate he was fortunate in later years in mining and oil stocks.

About the time of the Centennial he became interested in Engrossing and during the balance of his life, up to the age of 75 years when he retired, had followed that line of work.

(Continued on Page 13.)

## THE BUSINESS EDUCATOR

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E. W. BLOSER - - - - - Editor  
E. A. LUPFER - - - - - Managing Editor

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

# Lessons in Business Writing

By E. A. LUPFER, Columbus, Ohio

Send 15 cents in postage with specimens of your best work for criticism.

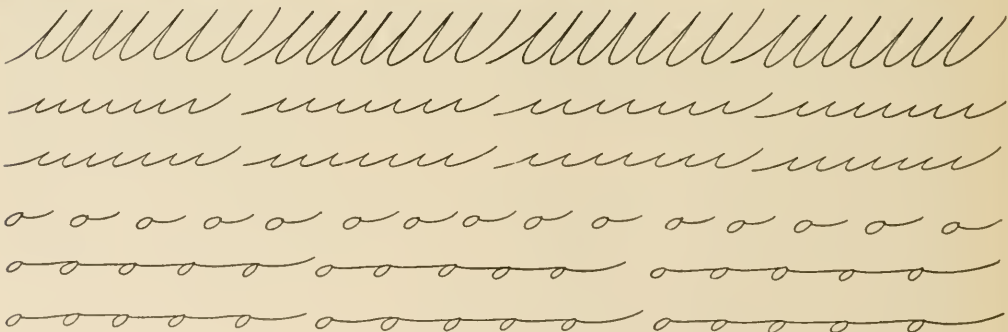
In examining specimens from time to time I find that so many students do not get a free arm movement in writing. I, therefore, am presenting some exercises which should be used preceding the practice on this lesson.

One important thing to watch in making letters is that the arm movement is employed the same as in making exercises. That is, a free easy swing. Too many go back to finger movement in actual writing. You will never succeed as a penman if you rely on the fingers in making capitals when you should use free arm movement.

Take the exercise at the beginning of this lesson and work upon them until you get the arm tired. First make the exercises even larger than the first one which is two spaces high. It is well to make the ovals as large as you can. See how many spaces you can cover,—three, four or more. After you have made a page of ovals this size your arm will begin to tire. Then bring your exercises down in size to  $\frac{1}{2}$  space and then  $\frac{1}{4}$  space. After you have thoroughly limbered up the muscles then begin to quiet them down by making exercises like the under turn exercise and the i exercise. It is also well to make some letters like the capital O or any letters which you may have trouble with to tame down the muscles.

On this lesson see how graceful you can make the letters and at a fair rate of speed. By going through a practice of this kind, getting your arm thoroughly limbered up and then quieted down you will be ready to make the following part of this lesson. Your arm should then be ready to do the things you desire it to do.

The arm I think is not unlike a team of horses. After they have stood in the barn all winter they are unmanageable in the spring. After hooking them to a plow it will only be a few days until they will be quieted down ready for any kind of serious work.



First of all write the entire copy on the following page, then select the parts which you cannot do so well. Work on the weak individual letters and words. Then try the entire copy again to see if you have improved it. Work intelligently and faithfully, making sure that you are using a free arm movement. Capital letters cannot be made graceful with finger movement.



\$921<sup>00</sup>

Columbus, Ohio, Jan. 20, 19-

Six months after date I promise  
to pay to the order of Furham & Green  
Nine Hundred Twenty-one — Dollars  
with interest at 6%. Payable at the  
Windom Bank of Commerce —————  
Value received.

No. 16 Due July 20, 19- Henry D. Williams.

\$529<sup>00</sup>

Lansing, Mich., Dec. 14, 19-

Thirty days after date pay to the  
order of Stephen McWilliams & Bro.,  
Five Hundred Twenty-nine Dollars.  
Value received and charge to account of  
To P. H. Kingelman.

Richmond, Utah. } Janer & Young.  
No. 15. Due Jan. 3, 19- Per Ennis.

| Journal - King Grocery Co. |             |                   |        |  |        |
|----------------------------|-------------|-------------------|--------|--|--------|
| 19-<br>Sept. 1             | Madse.      | 130 doz. Hawaiian | 314 60 |  |        |
|                            | J. B. Hood  | Pineapples        |        |  | 314 60 |
| 3                          | St. Gains   | 122 cartons M. O. | 183 -  |  |        |
|                            | Madse.      | Rollod Oats       |        |  | 183 0  |
| 5                          | A. R. Smith | 197 lbs. Velvet   | 88 65  |  |        |
|                            | Madse.      | A Coffee          |        |  | 88 65  |
| 8                          | Madse.      | 45 cases Don's    | 594 -  |  |        |
|                            | O. M. See   | Sliced Bacon      |        |  | 594 -  |



### ENDING STROKES

We have tried here to show some of the striking similarities of letters. If you learn to make one letter well you have learned to make parts of other letters. It is, therefore, time well spent to study each letter until you have mastered it.

Notice the ending strokes of the letters of the first line and the first six letters of the second line. They are practically the same in curve. They all end upward like the letter *i*. While the *P* is made in the opposite direction yet it uses the same form as the other ending strokes. Study each letter and see how similar you can make the ending strokes of all of these letters. Place a small letter *i* on each of these ending strokes, and the ending strokes of the *i* and of each of these letters should be the same.

The *V*, *W*, *Y*, *Z* and *J* in the second line end with the over stroke. The curve is the same on all five letters. Study the location and curve of each ending stroke. Learn to make one letter well then try to get each of the other letters to match it as far as the ending stroke is concerned. The ending stroke of the *Q* and *L* is the same. Even though it is a compound curve and upward it is similar to the small letter *i*.

### BEGINNING STROKES

On the third line we have thirteen letters all beginning with a loop, which is about one-third as tall as the entire letter. You can readily see how important it is to master this beginning loop. Spend hours practicing and studying this part and you will have mastered the most difficult part of the thirteen letters. The *I* and *J* begin the same. Start upward rather than out along the base line.

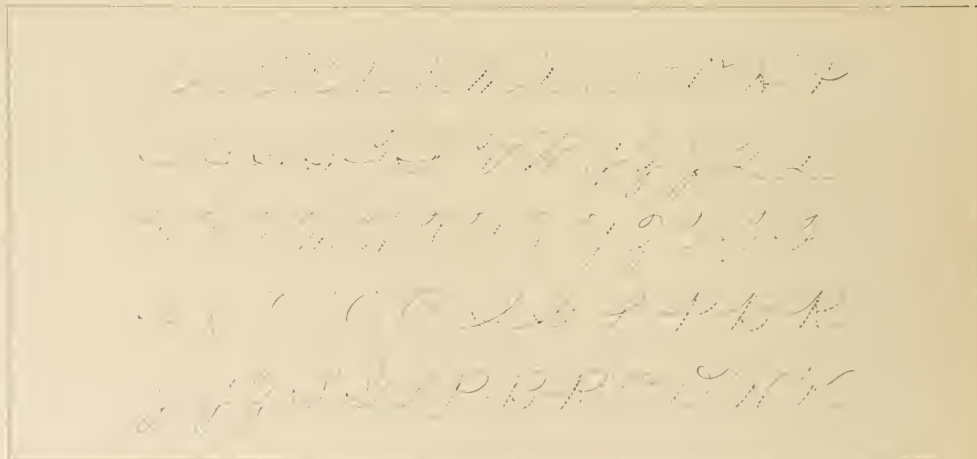
The *C*, *E*, *O* and *A* begin with a curve to the left. Swing into all four letters with the pen in motion before hitting the paper. Notice the similarity of the under swing used in the beginning of *S*, *G*, *L*, *P*, *B* and *R*. This is a part of an oval and should be curved well and graceful.

### SIMILAR LOOPS, OVALS, ETC.

On the fifth line we have pointed out just a few similarities. Notice the loop on the *J*, *Y*, and *Z* is the same in size, slant and proportion. The top of *J* and the loop of *Y* if put together should make an excellent capital *J*. Notice the similarity of the loop of *S*, *G* and *L*. This loop is about one-half the size of the letter.

The oval in *P*, *B* and *R* should be the same in size and slant. Pause at the base line before retracing the up stroke in order to get the necessary grace. Notice the loop at the top of the *O* and *D* are the same in size and slant. The *H* and *K* begin the same way.

These are only a few similarities which might be pointed out. The similarities should be studied very carefully, and you should aim to make your letters conform to these copies by knowing more about the formation of the letters. You cannot hope to make better letters without being able to analyze letters. Therefore, study the above plate very carefully.





## SUPPLEMENTARY COPIES for PENMANSHIP PRACTICE

Copies were written by Francis B. Courtney, Detroit, Mich. Instructions were written in the office of the B. E.

*A way is open for every man to reach the gateway of success if he doesn't stumble over the "ifs" in his pathway, and pause too often and too long to ask, "Why?"*

Certain things must be taken for granted and acted upon at the moment without the delay which accompanies detail investigation. Certain other things need to be investigated—probed to the bottom, before being acted upon, no matter how long it takes. The necessary thing is to know, in an instant, which of these two courses to pursue. This discrimination marks the difference between success or failure. Some call it intuition, others call it business judgment, and many consider it nothing other than good horse or common sense. Do you possess it? Then you'll not stop to argue the necessity of acquiring a good handwriting.

*Merchants throw nineteen out of every twenty applications in to the waste paper basket because of their poor writing.*

"Apply in your own handwriting" is only a clever, business-like way of finding what you can do without the bother of reading. The writing shows at a glance whether you care more for your time or his, and whether you are as competent as you pretend. If the clothes bespeak the man, surely a handwriting does also. The former any one can have who has the price or an indulgent, well-to-do parent; the latter belongs only to those who earn it by their own efforts. The former soon wears out, the latter lasts during life.

*One who makes good use of the present need fear little about the future. Bright start in life marks the beginning of every successful career.*

Now is the only time that is real. Now is the time to do things. Now is the time to begin right. Now is the time to form the habit of doing things well. Now is the day of salvation in material as well as in spiritual matters. Tomorrow never arrives. Do your best today and it will become a habit and second nature. Write well or at least make an honest, careful effort to do so in all your writing, and good writing is yours ere you are aware of it.





Time, the inexorable master, does the chiseling on each human countenance. But the soul of every person is back of the graver's hand and old Father Time, if inflexible, is just to each and all. Time never graves a line we have not earned.

You cannot think or do evil and escape punishment. Your acts will tell in time for good or evil. Your writing, too, will tell. If it is good it will grow grace lines in the countenance from beholding the grace lines on paper. Good writing is a delight while poor writing is a displeasure. Poor writing adds burdens to the reader and thereby shortens life. Do you wish to rob mortals of life? Then write well and you'll lengthen rather than shorten same. Try it.

A young man may have many friends but he will find none so steadfast, so ready to respond to his wants, so capable of pushing him ahead as a little leather-covered book with the name of a bank on its cover.

Well put! "A friend in need is a friend indeed," is the little leather-covered book. All praise to the bank book. It is a modern product and a modern need.

In the bank book of life we enter deeds, energies, and thoughts as deposits instead of money. A good handwriting, or a poor one, is recorded there. A good one goes on the credit side; a poor one on the debit. Need I say more?

That trait of character which Webster defined as an eager desire for attainment of something must be present in every youth who would make himself useful in the world.



# Students' Page

J. E. SOULE

(Continued from Page 7.)

Here in Philadelphia he was considered the pioneer Engrosser and built up one of the most select lines of Engrossing in the United States. He was a large man in more than one way,—physically, 6 ft. 1 in. in height, 235 pounds in weight, and mentally qualified to become an Ambassador or Representative of the United States. In his activities in the Engrossing line he served many countries of the world as well as all of the United States and, at one time was commissioned to do very important work for the United States Government.

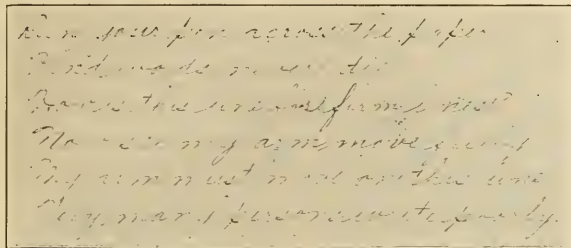
He was a member of many clubs and did business largely with his friends, of which he had many, and the writer has experienced meeting many heads of banking institutions and firms who have reported receiving their penmanship instruction under the direction of Mr. Soule. To the Engrossing profession he brought the highest ideals and was forceful and energetic in carrying them out. Promptness in delivery of work was one of his cardinal virtues. He always believed in doing good work and charging accordingly, having no patience with ordinary penmen who were not business men and trained Engrossers attempting to do this line of work. For many years he employed Mr. C. V. Howe of this city to do his script work but in the main he engrossed large numbers of Albums in his (Soule) text.

He was a great believer in outdoor sports and recreation and usually left his office at 4 o'clock in the afternoon to take up some of these recreations. For many years he kept iron dumbbells and a wall exercising machine in the office and when the circulation became a bit sluggish from long sittings he would get up and exercise to relieve this condition.

Professionally he had no imitators as he developed a style of his own and employed only the most skillful artists to assist him in certain branches of this work. He out-lived many of his so-called competitors and died March 27, 1928 at the age of 83, about three months after a very serious operation.

In the mind of the writer he is considered one of the greatest men to devote time to the business of Engrossing, and many of his principles are upheld and maintained by the writer, as being best for the interests of the profession.

H. W. Strickland,  
Soule-Strickland Engrossing Studio,  
221 Land Title Bldg., Philadelphia.



The above specimen was written by Virginia Sendelbeck, Williams Avenue School, Norwood, Ohio. Mr. O. G. Martz is the Supervisor of Writing in the Norwood Public Schools.

*Success doesn't come on the wings of doubt. It comes to the man who pushes it aside, asks no why's, and puts purpose and push together.*

*There is no subject in the whole curricula of the schools so valuable in proportion to its cost as a good handwriting.*

The top specimen was written by Hilda Brazier. The bottom specimen is by Bessie Black. Both are students of T. W. Oates, M. A. B. Com., Technical and Commercial High School, London, Ont., Canada. Mr. Oates has a very large enthusiastic penmanship class. The class is enthusiastic because Mr. Oates is very enthusiastic—and they are producing some very fine work. (See Page 17.)

## WHY I LOVED W. N. FERRIS

(Continued from Page 7.)

By example he taught me to realize and shoulder the greater responsibilities of a teacher and inspired me to become a better one—not by comparing my work with what others were doing, but by comparing it with what my capabilities would allow me to do, and seeking to improve upon my past efforts. In other words, I was taught to understand my responsibilities to my students in that nothing short of the best of which I was capable, was good enough for them. He taught me that the best way to serve my God, my country and myself is to serve

my fellow-man—that's why I loved him.

And finally, when it became his lot to pass on to the Great Unknown, he approached it in the same courageous and confident spirit in which he had approached all his earthly undertakings—that's why I loved him.

Mr. Fred R. Roebuck of Mendon, Ohio, is a new commercial teacher in the Woodward High School, Cincinnati.

Miss Elsie Barrett of Palmyra, N. Y., will teach commercial work the coming year in the Lyons, N. Y. High School.



**A. W. DAKIN**  
One of America's Finest Living  
Penmen

One of the finest penmen in America, and who has possibly received less publicity than any other penman of such high standards is A. W. Dakin.

Mr. Dakin has been working along quietly in Syracuse, N. Y., for many years turning out high class work.

Mr. Dakin is now sixty-nine years of age, and is the youngest of seven

children. His father died when he was six years of age, while they were living on a farm in Tully, N. Y.

Regarding his penmanship experience, Mr. Dakin writes as follows: "When I was eighteen I got hold of a copy of Gaskell's Compendium of Penmanship and from it I got my desire to become a fine penman. The Penman's Gazette published by Gaskell, and the Penman's Art Journal published by D. T. Ames had much to do with my success as a penman. L. Madaras, the great master inspired me most of all and I secured a very

large collection of specimens of his wonderful skill. But W. E. Dennis, the master of offhand flourishing; E. W. Bloser, the peer of them all in letter writing; C. P. Zaner, who was in my opinion the greatest all-round penman that ever lived; H. W. Kibbe; L. M. Kelciner; Fielding Schofield; D. L. Musselman; H. W. Flickinger; H. C. Spencer; and many others, all stars of the first magnitude, had much to do with what I achieved in the penmanship art. These names call up memories of the good old times when we were all striving for one objective, to become the best. Poor health has followed me through life and I am sure prevented me from becoming the great penman that I aspired to be."

Mr. Dakin has a daughter, Carmen, what attended the Zanerian College of



A. W. DAKIN

Penmanship some years ago. She, like her father, has ability in penmanship.

We are presenting in this issue a flourish by Mr. Dakin as well as several other specimens. The envelope was written in April.

Surely these specimens entitle Mr. Dakin to rank very high in our Old Time Penmen's Contest.

#### A SUGGESTION TO HANDWRITING SUPERVISORS

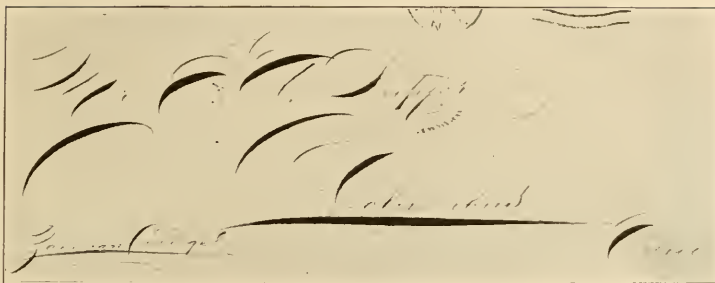
Mr. Luther J. Kuhns, genial and efficient handwriting supervisor of Norristown, Pa., recently favored us with a form which he evolved, which is a business-like systematic way of leaving notes when observing teachers teach handwriting. This device consists of a list of 63 different suggestions which a supervisor might give when visiting the classroom. A carbon sheet is used thus leaving a complete record with the supervisor of all rooms visited. Mr. Kuhns has used this scheme for several years in his supervision work. Supervisors who are interested may receive a sample of one of these forms by addressing the Business Educator or by writing direct to Mr. Kuhns.



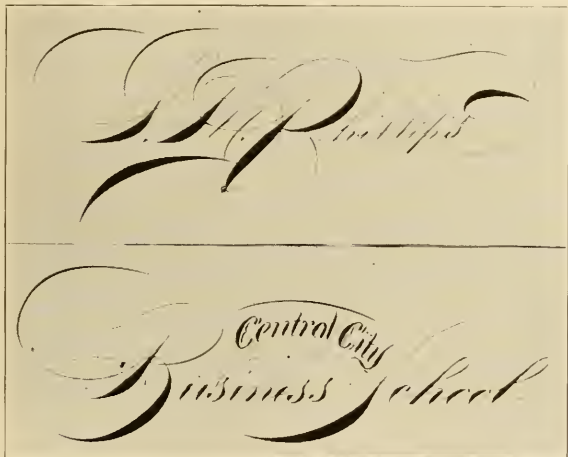
"The Blue Bird" by A. W. Dakin. It was made on blue paper with black and white ink.

This flourish appears in the new book, Fascinating Pen Flourishing, publishing by Zaner & Bloser Co.





The above specimen was written by A. W. Dakin, 604 W. Calvin Street, Syracuse, N. Y., on April 4, 1928. It shows what wonderful control of the pen Mr. Dakin maintains at the age of sixty-nine.



Written recently by A. W. Dakin. At one time many considered Mr. Dakin equal in skill to L. Madarasz.

#### NEW OFFICERS of the N. E. P. A.

The New England Penmanship Association elected the following officers for the coming year.

Mr. Robert Bitzer, Boston High School of Commerce, President.

Mr. A. W. S. Turner, Bryant and Stratton College, Boston, Mass., Vice-President.

Mr. R. D. Horton, Supervisor of Handwriting, Revere, Mass., Secretary-Treasurer.

This association meets each year and holds some very interesting and helpful meetings. Mr. Norman J. Thompson, c/o J. L. Hammett Company, Newark, N. J., gave a very interesting address on Correlated Handwriting which was illustrated by the use of Pictrol films containing a brief history of penmanship. Anyone living in the New England States and vicinity should get in touch with the above officers and attend the meeting next year.

*Attend the Zanerian and you  
will receive the best training in  
penmanship.*

*J. S. Griffith*

Written by J. S. Griffith, penman in Englewood Business College, Chicago.

## Supplementary Business Writing

By C. C. LISTER, Maxwell Training School for Teachers, New York City

*Simplicity is a state of mind. It dwells in the main intention that animates us. A man is simple when his highest desire consists in wishing to be that which he should be, that is to say, a true and honest man. This is neither as easy nor as impossible as one might imagine. At the bottom it consists in putting his aspirations and his acts in accord with the very law of our being, and in consequence, with the eternal intention which willed that we should be at all. All is summed up in that.*

### *Fine Art Penmanship.*

A B C D E F F G H I J K L  
M N O P Q R S S T T U V V W  
a b c d e f g W X Y Z h i j k l m  
n o p q r s t u v w x y z 1 2 3 4 5 6 7 8 9 0.

Mrs V. U. Sumners.

Mr. H. K. Armour.

Miss Minnie Young

V. R. Sumner

Mr. H. B. Kimmer.

W. N. Hunter

# Correlated Handwriting

HAS MADE GOOD IN COLUMBIA, SOUTH CAROLINA

## CITY PUBLIC SCHOOLS

W. H. HAND, Superintendent  
Columbia, S. C.

March 7, 1928.

MR. H. M. HILL,  
Supervisor of Writing,  
Columbia City Schools,  
Columbia, S. C.

Dear Mr. Hill:

I wish to express my genuine appreciation of the high degree to which you have raised the standard of handwriting in our schools. Many of the pupils write legibly and with a speed that is altogether satisfactory. Moreover, you have succeeded in implanting in the pupils a desire to write well, a genuine taste for good handwriting. I feel that you have made no mistake in adopting the Zaner-Bloser Correlated Handwriting.

Cordially,

*W. H. Hand*

Freeman Correlated Handwriting Books were placed upon the "May be used list" in South Carolina in 1927. The most progressive schools adopted these new Freeman Correlated Books at once and this list of adoptions has gradually increased ever since.

The Columbus Public Schools have shown so much improvement with the use of our Correlated Handwriting Books that it seemed advisable to publish and broadcast the results in the interests of better handwriting.

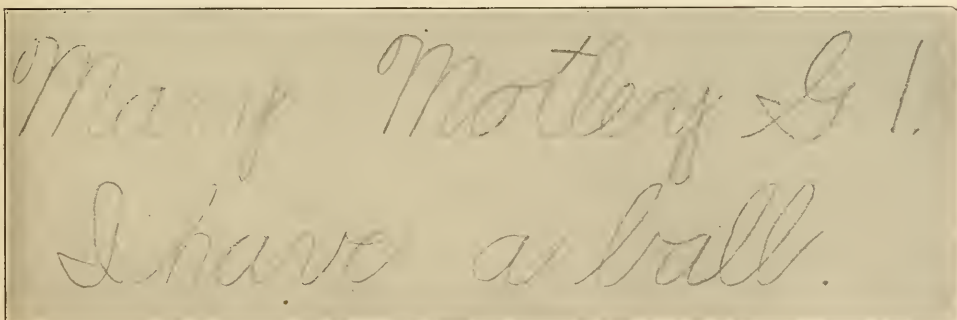


H. M. HILL

Director of Handwriting  
Columbia, S. Car.

Mr. H. M. Hill, the genial and efficient handwriting supervisor of Columbia, S. Car., is securing such good results with the use of Freeman's New Correlated Handwriting Books that we feel that both Mr. Hill and the school system which he represents should receive the kind of recognition which we are attempting to give in this issue.

Mr. Hill has always been a firm believer in large, free writing for primary children, and has always been quite successful in correlating handwriting with the other school work. In addition to his accomplishments as a handwriting supervisor, he also is the author of "Guide to Better Teaching of Handwriting."



The Columbia Schools are securing excellent results in handwriting in the first grade by having the pupils write interesting, meaningful material and by having them use larger letter forms and free movements. This is in accord with child growth and development as advocated in the Correlated Handwriting Plan. (See Page 18).



*∴ Specimens of Correlated Handwriting from*

The hens lay  
good eggs for us.

Please notice that this second grade handwriting is a little smaller and a little faster than the first grade work, and that the words used in this sentence are typical second grade words. Isn't this much better than to have the pupils practice upon movement exercises and words which have no meaning to them?

*Sam Spencer*

*Grade 3*

*Long ago there were no  
white people where Chicago  
now stands.*

This looks like a language or history lesson rather than a writing specimen, doesn't it? These splendid third grade results are possible because Sam practiced Large Writing in grades one and two, and because he and his teacher see some reason for writing material of this kind. This is in accord with the Correlated Plan of teaching handwriting.



H. H. Hill, Director of Handwriting, Columbia, S. Car., is standing at the extreme left, next to him is Mr. [unclear] reached the standard for a High School Certificate in Handwriting. This standard is ten points higher than the six

Mary Beth Kelly

Grade 4.

I can write this sentence in two minutes with the quality of handwriting which is equal to the standard for the fourth grade.

This typical fourth grade specimen from the Columbia schools shows how to test the speed and quality of handwriting at frequent intervals. The teachers and pupils have a right to know what the standards for each grade are and when they have reached them. This information is shown in Correlated Teachers' Manuals.

Lucile Whitton

Grade 5

Yesterday I sent some money and found that good writing is necessary in making out a money order. One must be very careful

When Miss Lucille wrote this specimen she also learned something about the sending of a money order, which makes her handwriting of practical value to her. This points out another of the advantages of the Correlated Plan of Teaching Handwriting.



on MacCormac, Principal of Wardlaw Junior High School. Nearly three hundred Junior High School Students  
le specimen on the next page.

## SPECIMENS OF CORRELATED HANDWRITING

(Continued from Page 19)

Margaret Huffman Grade 6.  
Habit.

What we do over and over again becomes a habit. Our habits make up a great part of what we are. Good and bad habits are made in the same way. We may have good habits

If handwriting is properly taught in the lower grades, by the use of large free letter forms, the fundamentals of handwriting can easily be fixed by the end of the sixth grade as is shown by this specimen. When Miss Margaret wrote this specimen it was necessary for her to think about the subject matter as well as the position of her pen, hand, and arm. This is exactly the kind of training which is advocated in the plan of teaching Correlated Handwriting.

## Guide to Better Teaching of Handwriting

By H. M. Hill

Size 5x8, 32 pages, paper cover, price 35c each

This unique little book contains in convenient form an unusually large number of worthwhile suggestions for the class room teacher. It is intended to supplement the regular penmanship text and is replete with valuable suggestions and instructions.

Guide to Better Teaching of Handwriting is equally helpful to Superintendent, Principal, Supervisor and Teacher, because it not only serves as an aid to supervision, but it also contains a well organized and compact organization of teaching material which makes it most helpful to the average teacher. The book has been enthusiastically endorsed by more than twenty leading handwriting supervisors of the country as being worth many times its cost.

Send orders to The Zaner-Bloser Co., Columbus, Ohio

Miss Matte-Conn Baldon who was instrumental in introducing our Freeman Correlated Handwriting Books in South Carolina, probably needs no introduction to the readers of *The Educator*, since she has a host of friends and acquaintances among the school people in the Southern States.

Miss Baldon has done considerable Institute work in the counties and cities of South Carolina which have adopted the New Correlated Handwriting Books.



MATTE-CONN BALDON  
Box 1618, Atlanta, Ga.  
Southern Representative for  
The Zaner-Bloser Company

When a man is reading through a number of questions for a position, he turns down as worthless further notice a letter that is badly spelled and carelessly or illegibly written.

By F. B. Courtney, Detroit, Michigan





## MENTAL MEANDERINGS

By CARL MARSHALL, Route 1, Box 32, Tujunga, Calif.

### JOHN ALFRED WHITE

Only a day or two before the present Meanderings had to be forwarded to the Editor, there came to me a pathetic letter from the grief-stricken daughter of the man whose name is at the head of this page. Her loved father had succumbed to a painful and quite incurable illness that had come upon him but a few days before last Christmas. The shock of this sad and entirely unexpected news is too recent for my thoughts to have gathered the needed coherency for me



to write fittingly of this fine life that has gone out so suddenly. All that I can do is to send from my saddened heart a few appreciative words that may be of interest to some of you who have had the privilege of knowing John White as I knew him.

There are a few rare ones who move across the World's firmament, whose souls ring with so fine a timbre that they win the instinctive love and admiration of all who come to know them. When we think of souls like these, there come to us unbidden, such modern names as Lincoln, Emerson, Clara Barton, or the southern gentleman and hero, General Lee. And going further back, such serene souls as Socrates, Cincinnatus, Charlemagne, Alfred the Great and Saint Francis. It is from such lives that humanity gains a deathless dignity. They are the crowning jewels of human life. They require no panegyric; the world senses them intuitively.

But luckily for us all, there are humbler ones who really belong to this galaxy of worth, even though their fame goes not much beyond their own firesides. And we know these lesser ones just as surely when we come within their orbits. Such a man was John Alfred White, and I am writing of him from the sureness of an intimacy that ran through a quarter of a century. Many of you knew him as the genial, tactful, but busy and efficient Secretary for many years, of the Commercial Teachers' Federation. A lesser number of us have pleasant memories of him as the man who was so helpful to us as associated school-book publishers, as the Secretary of the Commercial Schools Credit Association, an organization which has ceased to function, but which, in its day, a decade or two ago, did so much for the morale of the men who made commercial textbooks, as well as for those who use

them. Some of you met Mr. White for the first time, when, during a brief period when a throat trouble compelled him to forego his work as a teacher, he was a representative, "on the road," of the Gregg Publishing Company. But whenever or wherever you met this rare man, you will remember him for a certain kindly sincerity, and a gentle genial blend of humor and common sense that won your heart as well as your respect. He was a man who made few mistakes of the head, and none of the heart. Not in his whole life, from the days when hardly more than a boy, he began teaching country



JOHN ALFRED WHITE

school way up in the upper peninsula of Michigan, (I think it was) till he dropped from the ranks the other day, after fifteen years service as the Principal of the Commercial Department of the Gary Indiana High School, did John White have an enemy. You have heard it said that every man who amounts to anything, has enemies. Like a lot of other glib generalities, it isn't so. John White could no more have enemies than our mountain streams could have stagnant pools.

But this fine friend of mine will be longest and most deeply remembered by the fortunate young people who knew him as a teacher. Once I called to see him at his schoolroom. He had not yet come in from luncheon, and a group of his pupils were waiting about the door till he should return. "Well, how do you folks like Mr. White?" I inquired. There were instant smiles all around, and one bright-looking young lady answered: "O, he makes us come to time with our work, but all the same, we just fairly adore him."

It was through his devotion to learning, especially, to the learning

that is practical, and his fine sense of educational values that I was first drawn to him. Almost always, when we met, unless there were phillistines present, we talked "shop". Our common bond of interest was schoolmasterdom. We both held that education is the greatest human interest. But you are not to gather from this that John White was mere pedagogue. He was a broad and understanding teacher, and though he was not a collegian, I have known no other man who was more thoroughly and effectively intelligent.

But it was in his beautiful home life perhaps, that this rare man was most lovable. It was my privilege for many years to be almost as a brother at his fireside. There was a cultured and charming mother, three most winning little girls and a bright boy, all beautifully trained, and all, now doing well as near grown-ups. It was one of those rare homes where all members were pals; and where one could learn more in a week as to what a home can be, than he could from all the books that all the old-maid experts on child-rearing could write in a century.

But perhaps, I am writing more intimately of our friend and his life than I ought to, or is in strictly good taste, but it seems the only way I have of making you see the full significance of his fine life and the impression it has left on me. If the world were peopled with men like John White, we should need neither laws nor preachers nor moralists to keep us in order.

**The Joys of the Senses** Sometimes I wonder if I am really a sensualist. When this dreadful thought first came to me, it was awfully humiliating, for, like almost everybody else who sets out early in life to have a superior and well-oriented soul, I had absorbed the edifying doctrine that it is only the immaterial things of this world that are worthy the attention of would-be spiritual Brahmins. The really high soul should take no thought as to what he may eat or what he may drink or wherewithal he may be clothed. All that should be left for lower animals. O, of course, there are a few things of conceded worthlessness that may be permitted to come through the senses rather than from musty libraries, — such things, for instance, as sunsets, and starry skies, and pictures by the old masters, and even flowers, and trees, provided one does not make too much of a hobby of them. But no devotee of high thinking can, without losing caste, concern himself with such gross matters as the flavor of a broiled fish, or the cut of a coat or the lure of a soft mattress. Can you imagine such great souls as Plato or Aristotle, or Savonarola, or Santa Teresa, or Buddha concerning themselves with

(Continued on Page 26)

# Ancient Systems of Writing

By A. C. EVANS, Pasadena, Calif.

## INSTALLMENT III OUR ALPHABET

"Writing is the complement of speech. Letters are signs or symbols of sounds. In speech sounds are uttered, in writing they are recorded. Writing is the art of expressing and recording thought by means of characters called letters."

C. P. Zaner's Progress of Penmanship.

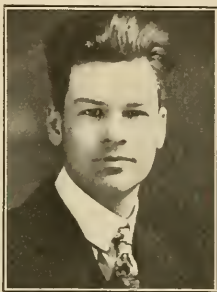
As you know, the word alphabet has been formed from the names of the first two letters of the Greek alphabet, Alpha and Beta, but we trace our alphabet back directly to the Roman which in turn was derived from the Greek, which was a development of the Phoenician. Before the time of Christ this alphabet of Roman or Latin capitals consisted of twenty-one characters practically the same as those of today. You may easily recognize our printed alphabet in the inscriptions which are to be seen today in the Roman forum. The letters Y and Z were borrowed later, directly from the Greek; W came from the Gothic, while U and J were offshoots of the letters V and I. The small letters were of course derived from the capitals. While we received our alphabet from the Romans, they did not invent it. Its origin dates back many centuries and is veiled in obscurity. It began with picture writing.

That prehistoric man was a sign maker is evidenced by the many carvings which have come down to us. "On the fragments of bone, horn, schist and other materials, the savage of the Reindeer period using a pointed flint flake, depicted alike himself and the wild animals which he pursued." (Clodd Story of the Alphabet). The stones of Australia are carved with these rude picture drawings and you have seen in your histories pictures made by the American Indians on the stones and trees before the white man set foot on this continent. A very complete discussion of this is given in Mason's History of the Art of Writing, Macmillan Co. At first drawings were made on rough stones, as in the drawings made by the Indians on the cliffs of the Yuba River in the state of New Mexico. Later, the surfaces were prepared for the cutting tools as in the Behistun Rock of Persia, where the rock was carefully polished and coated with varnish. The highest development of the art of picture writing is to be found among the ancient Mexicans. We are more familiar with the hieroglyphics of the Egyptians.

Only the rudest tribes, however, fail to pass beyond the pictographic stage where the picture suggests the idea as that of a penholder and pen might stand for writing.

There are four stages in the development of an alphabet: (See

Clodd's Story of the Alphabet). First, the Mnemonic, where some real object like wampum or knotted cords is used to convey a message, as when the snake skin full of arrows was sent to the colonists by the Indians; Second, the Pictographic which we have just discussed, where a sign tells the story as a totem pole, a printer's sign, a cattle brand, etc.; Third, the Ideographic, in which the picture suggests or is a symbol of a word as in a modern picture puzzle; and, Fourth, the Phonetic, in which the symbol represents a sound, whether of a word, a syllable, or at last a single sound or



A. C. EVANS

the human voice. Many peoples may possibly have reached the earliest stages of the phonetic writing where the sign would represent a sound of a word or syllable. The printer's index may be considered a pictograph but if it were regularly to stand for the sound 'there' or 'their' it would be phonetic and we would approach more closely to a true alphabet. Only a few peoples have reached the final stage, and because of failure to do this many nations, notably the Chinese, have been delayed for centuries in their national development. The Chinese writing stopped with the ideographs so that there are almost as many signs as there were ideas. This made reading and writing such difficult arts that only a comparative few could hope to become educated. As a result learning became stagnant in the hands of a "sacerdotal caste." Although the Japanese managed to cast off many of the Chinese forms, they are still aware of the tremendous handicap of their oriental language and are adopting the English or modifying their own greatly. Japanese leaders have recently said that Japan needs only the English Alphabet to make her within one generation of the "America of the Orient."

The Babylonians did not succeed in carrying the cuneiform or wedge-shaped characters to the final or alphabetic stage where each letter rep-

resents a single sound. However, the inscription on the Behistun Rock shows a marked improvement. Early cuneiform shows five hundred forms. Medic shows only ninety-six syllabic signs, and at last the Persians succeeded in developing a true alphabet from the cuneiform ideagrams. "Earliest known examples of Egyptian hieroglyphs contain alphabetic characters but the Egyptians never reached their independent use." Flinders Petrie attributes this to the Egyptians' love of form and drawing which made them retain their hieroglyphics. There were about seventeen hundred of these. The bee signified industry, the papyrus roll, knowledge, etc. The ideographic system was shown to be too narrow and pictures were used to represent sounds of syllables but it seems that it did not dawn upon any Egyptian mind to use one symbol for each separate sound of the human voice, or, as Petrie suggests, the love of the scribes for their pictures may have been too strong a tradition to overcome. Who first conceived this idea we do not know but that was "the birth of the alphabet, one of the greatest and most momentous triumphs of the human mind."

What we do know is that about 1100 B. C. the Phoenician traders were using a true alphabet of twenty-two letters which they had probably borrowed from some earlier forms. For a long time it was supposed that it came directly from the Egyptian hieroglyphics or hieratic. Sir E. Maunde Thompson says, "The ingenious theory set forth in 1859 by the French Egyptologist, De Rouge, of its descent from the ancient cursive form of Egyptian hieratic writing, which had much to recommend it, and which for a time received acceptance, must now be put aside in accordance with recent research. (E. M. Thompson, Introduction to Greek and Latin Paleography — Oxford Press). "Recent discoveries prove the existence, in very remote times, in all quarters of the Mediterranean and in Egypt, of symbols resembling certain alphabetical signs and preceding even the Egyptian hieroglyphics. The alphabet, therefore, still remains to be worked out." But, in any event, the Phoenicians passed it on to the Hebrews and Greeks.

Connection between the Greek and the Phoenician alphabets is very easily traced as in aleph the first letter.

"From picture writing to ideograms, then to phonograms representing words then to phonograms representing syllables, and at last to characters representing single sounds,—this has been the Evolution of the Alphabet." Taylor's History of the Alphabet. This alphabet is not a perfect one where there is a single sign for every single sound of the human voice but it is superior to others and has become the alphabet of Western Europe and the Americans as well as that of Australia and other parts of the British Empire.



**IT'S UP TO YOU**

By C. R. McCann,  
McCann School of Business,  
Hazelton, Pa.

"I just hate school and I am going to quit," is the common expression heard from those who think that they have enough schooling and are prepared to go out and work like their big brothers and sisters.

The truth of the matter in a great many cases is that these boys and girls, too, have some personal grievance against their teacher and that is the reason so many want to quit school. The teacher is always wrong, to hear the boy's story, but in ninety-nine cases out of a hundred it is the boy himself. Most teachers are trying to help him because the older persons have gone through this period in life; he does not understand the older head and thinks he is being oppressed.

As he grows older, he will understand and appreciate what has been done for him, but he does not appreciate at the time.

We all owe a wonderful debt of gratitude to the dear teacher who has spent the best years of her life in self sacrifice. Many of us do not realize it at the time. Did we try to help our teacher with the teaching from day to day in the schoolroom?

In some schools discipline seems to be the hardest part of the teacher's life. Some boys are naturally bad, others do not intend to offend but are fearfully trying on the teacher's nerves—if she has any at all. How much easier it would be if we were to think for a few minutes—"How would I like to trade places with her for even a day?"

In some localities the father of the family cannot rest until the children of working age are "put to the factories." Then he can rest his shin bones against the hearth and smoke his pipe of ease. Not all fathers are like this but there are some. If he has five or six children and each brings in, let us say ten dollars each week, the father soon feels that he is making money rapidly.

But is he? Every day spent at school has been found to be worth ten dollars later on in life—not alone the money itself but in that SELF ASSURANCE when in company. How contented one feels to know that he has just as much higher education as those with whom he is speaking!

There are some who go to college, however, who do not realize the value of it. The truth of the matter is that the fathers of these boys are only too glad to get them off their hands and let the college authorities be the guardians during the scholastic year. Yet, there are thousands and thousands of young people who do realize the worth of an education. These people toil day and night to reach their goal.

Not so long ago, the writer happened to be connected with a basketball team that played at a college and stayed overnight at a fraternity house. These High School boys saw the college boys studying at night and early in the morning. Some of the younger boys remarked that the college boys always studied. The writer reminded them that it was a great grind, just like the joy of living in college. One must study in order to get the coveted goal—diploma.

Things do not just happen. Everything has been thought out long before it happens. The boy or girl who graduated from High School or even the Grammar School—the name has been changed since father was a boy to Junior High School—does not happen to be graduated. He must study and study hard if he wants to get anywhere in life. For a time some with brilliant minds do get by but that soon wears off and these boys and girls are left by the wayside to grieve at their faults and mistakes.

It has been said by some that a "workin' man" makes more than the fellow with the "white collar." That is true in some cases but in the end, brain subdues brawn. The average artisan receives about \$1800.00 a year for his services. That makes only \$150.00 per month and there are thousands upon thousands of white collared men who receive more than this. The writer has seen hundreds of fathers who have come to him with their sons, telling, "I don't want my boy to work around the mines like I have had to do all my life." These fathers have seen what hard labor is and want their sons and daughters to have it easier than they themselves have had it.

What father is there who does not want his children to have conditions and surroundings better than he had them when he was a child? However, I did hear of a father who said one time, "You have more money and a better education than I had at your age." However, these fathers are few and far between. My hat is off to the boy or girl who makes a success of himself or herself in spite of these difficulties.

Just recently the writer read of a young man who was compelled to quit school and go to work at an early age. Later on in life he became quite wealthy, retired from the firm, and started in school at the same place where he had stopped years ago. He said that when he was in college graduate's company, he always felt ill at ease. These college graduates had something that money could not buy—poise and composure with the world.

If you cannot get a College Diploma, then by all means a High School Diploma. In this day and age one must have an education if he is to succeed in life. At its sessions during the evening, the Business College offers a medium for those who

must work during the day. Many have saved their pennies during the day and later on finished the Business College Courses and are today occupying positions of trust and responsibility. Some of the biggest Business Men are graduates of Business Colleges.

It is all up to YOU.

**Robinson's Business Colleges Are Thriving**

It is indeed a pleasure to learn that the six schools conducted by Mr. O. U. Robinson, Waterford, Ont., are enjoying a prosperous year. Clubs of subscriptions are received from these schools from time to time.

Mr. Robinson states that the attendance in all six schools is much larger than it was last year. He also states: "We are particularly enthusiastic about penmanship in our schools because I, myself, have always stressed it and the students seem to catch the germ."

Mr. Robinson is a very skillful penman.

**Draughon's Practical Business College, Atlanta, Ga.,** will conduct a six weeks summer school for the training of commercial teachers beginning July 2nd.

The courses have been approved by the Ga. State Board of Education and the Atlanta Board of Education, both of which will give credit on Teachers' Certificates for work done in this school.

The courses will be conducted by Charles F. Hainfeld of New York University, O. J. Dickey, head of Commercial Department, Benson High School, Omaha, Nebr., and W. C. Lowe, Principal, Commercial High School, Atlanta, Ga.

**HARVARD SUMMER SCHOOL**

Harvard University Summer Session begins July 2 and ends August 11. More than fifty courses in education are offered.

*Commercial*  
**TEACHERS**

The fifth edition of Byrne Type-writer Shorthand is just off the press. This system is the stenographic marvel of the age. Printed notes from any standard or portable typewriter. Also written with pencil. Most rapid, legible shorthand in use. Easy to learn, more and better letters per day and less fatigue. Write for particulars.

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## LESSONS IN ORNAMENTAL PENMANSHIP FOR BEGINNERS

By L. M. KELCHNER, Seattle, Wash.

### INSTRUCTIONS

Real graceful and finished forms can only be secured by graceful and elastic movements.

Copy 132. These principles are given as preliminary movement exercises for study, as well as practice and they should be thoroughly mastered before taking up the letters. The object of these principles is to present a single point or part to the mind that it may be more easily seen and more accurately known and less complex and easier to execute.

Forming as they do the first and usually the main part of the letters you will readily see how necessary it is that they should be mastered. Unless the first part of these letters are made well you cannot get the letter to look well, no matter how accurately the last part of the letter is made. This principle is usually called the capital stem. Notice how the oval is made in starting. The heaviest part of the shade should come down close to the base line. Make the shaded stroke quick and raise the pen while the arm is in motion where the principle ends at base line.

Copy 133. Same as copy 132, only allowing them to lap or fold over. Watch your spacing between the shaded strokes. Don't shade them any heavier than the copy at first and make the shaded stroke quick and entirely with the arm movement.

Copy 134. You have a chance to raise the pen in all except the last two styles. The last part of the H should extend a little above the first part and in the styles where you raise the pen the last part can be made with an upward or a downward motion. Mine were made with an upward motion.

Copy 135. Use a good free movement in making the capital. Don't use more than one line in writing the sentence. Watch your slant and spacing closely in writing the words. See how fine you can make the lines in writing the small letters. Write at least twelve lines of this sentence before you change, and let it represent your best efforts. It should take you from 45 to 60 seconds to write the sentence.

132



133



134



135



Copy 136. The first part of this letter is made the same as first part of the H. Notice how last part is curved at top. Have little loop lap around stem. If you shade last part at top have the shade to come well out on shoulder. Make last oval nice and round. Use a good free movement. This is considered a difficult letter.

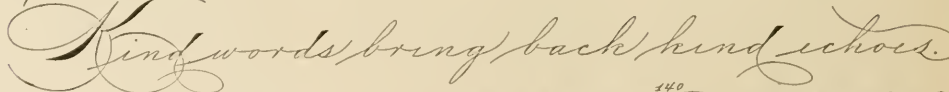
Copy 137. Same instructions as given for Copy 135.

Copy 138. You must use a good movement. I made these exercises entirely with the arm movement. Watch the parallel lines closely. Spend at least 15 minutes time on each exercise.

136



137



138

139

140



Copy 139. Study these exercises before you attempt to make them. Notice how large oval laps around little loop. Have last part at top to extend a little above first part. See how the shade is cut off at base line for first part of capital.

Copy 140. Make this exercise without raising the pen. A very light shade for the first down stroke and the shade should come near the top for the last part. If you cover the first part of the letter, the last part will make a good capital C.

Copy 141. The heaviest part of the shade should come at turn at base line. The shade is the same in all the styles. Make oval large at bottom and it should be horizontal.

Avoid slanting the loop at top too much, a common fault at first. Notice the parallel lines made from the large preliminary oval with the ending oval for letter. Make the shaded strokes quick and if you have trouble in getting the shade low, tip up the oblique part of your holder.

Copy 142. Arrange the spacing between letters so that this sentence will take up just one line. Uniform slant and spacing.

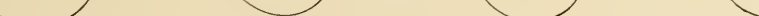
Copy 143. Join these letters without raising the pen. Curve connective down as much as possible.

Copy 144. Raise the pen after making each letter. Notice how the letters lap. Make all ovals round and full. Good movement.

Copy 145. Raise the pen on each letter as in former exercise. Swing well back to left in making turn for top

842

1612



142. Seeds of love may need storms of sorrow.

2437. *S. S. Smith.* 2446. *S. S. Snow.* 2455. *S. S. Sims.*

of letter. Try to get uniform spacing between letters. Don't make the small letters too large and make rather close spacing.

Copy 146. Do not make the turn at bottom of loop too wide. The shade and oval at bottom is made like the S. Make the turn at top broad for the last four styles. All capitals take a free movement.

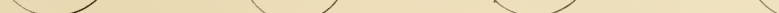
Copy 147. Only one line for the sentence. Notice the small letters I have shaded. Do not shade them any heavier than copy. See how fine and smooth you can get the hair lines. Give close attention to your spacing.

Copy 148. Notice how the connective strokes are curved. Place three in a group. Good free movement.

Copy 149. Raise the pen after each letter. Uniform height, slant and spacing.

Copy 150. You should raise the pen here after each letter. Do your best. Use a good movement and keep at it. Whatever you begin to do, carry it through until you have thoroughly tested its merit and usefulness.

146



A row of eight cursive capital 'G's, showing a progression from a simple loop to a more complex, stylized form with a large loop and a long tail.

247. Gems are but pebbles without the grinding!

248 *l l l* 249 *l l l* 250 *l l l* *James*



## Freedom In Writing a Hundred

Years Ago--*Arthur I. Shueles*

Arm movement writing is more than a hundred years old. Not, it is true, the "muscular movement" writing now taught, but a free, swinging movement of the whole arm. J. Carstairs, whose method of teaching the correct manner of holding the pen was noticed last month, says in his *Lectures on the Art of Writing* (Fifth Edition, 1822):

"To render the writing free, expeditious, elegant, and well formed, several requisites are indispensable: First, That the pupil should be able to move to every corner of the paper, and in all directions, with equal facility." (Page 32.) On another page Mr. Carstairs advises large sheets of paper, as large as two feet square! And for advanced students he provides copies showing a word, "comprehend," for example, written eight times without raising the pen; the first time in the upper left-hand corner, then a long sweeping line half way down the page, then another line to the upper right-hand corner, and so on. Other copies show long vertical rows of words connected, and many other ingenious copies for securing freedom of movement. Of such practice he says: "The method made use of in running from one letter to another, or from one word to another, by a continuation by means of curved or straight lines, must evidently and decidedly give a free and easy motion or movement to the pen, and will, if persevered in, eventually give great command in writing." (Page 164.)

But Mr. Carstairs did not expect the learner to do all his writing with whole-arm movement; for on page 134 he says, "When the movement of the whole arm is well accomplished, and the position of the hand is completely acquired by the learner, the next step will be to acquire the movement of the hand, and the part of the arm from the elbow to the hand. The learner must commence this movement by making characters in the form of ovals, or similar to the letter o; continuing the pen on the paper, and going round repeatedly on the same out-line as quick as possible. When the pen has gone round one of these ovals, or o's, for about twenty or thirty times, the learner must apply the same facility of movement to the writing of easy letters and short words, then to return to the same process of making o's as before, until he has confirmed this movement by being able to write quick and easy." The copies show ovals about 1 1/2 in. high and 5/8 wide.

Many of the directions given by Mr. Carstairs have a curiously mod-

ern sound—at least they are much like directions given the writer when he was in business college. "As the pen moves on the paper, the under fingers must move just as much at the same movement, so that if a pen were fixed to the fingers, it would produce the same word at the same time, that the pen which is held with the upper fingers is made to produce." (Page 136.)

"Do not squeeze the pen too much between the fingers; keep it quite easy, without pressing too hard on the paper." (Page 119.)

"The pen ought to point exactly to the shoulder, and to be held so as to come between the second and third joints of the forefinger, the extremity of the thumb to be directly opposite the first joint of the forefinger. Those who find it difficult to keep the pen pointing to the shoulder, may take a small cane about a yard long, and fix it in the barrel of a short pen, and hold it so as to let the upper end of the cane rest on the shoulder." (Pages 42-43.)

Mr. Carstairs believed in plenty of practice. "The pupil ought to practice from twenty to one hundred pages at each lesson." But his entire series consists of only six lessons, so the paper used—even if the learner followed his suggestion to write on sheets two feet square—would not be more than many a modern boy or girl uses in the course of his schooling. And what boy or girl has made more rapid improvement than is here described: "The improvement of many who have had two or three lessons in this system, and had occasion to correspond, after receiving these lessons, appeared so rapid, that their friends conceived it could not be the writing of the persons themselves but that they had employed some one else to write for them." (Pages 35-36.)

Perhaps your reaction to this is the same as that of a former owner of the book, who has written in the margin opposite the paragraph quoted above, in ink that time has faded until it can hardly be read, the words, "puff, puff."

### MENTAL MEANDERINGS

(Continued from Page 21.)

such fleshly trivialities? Perish the thought!

And yet, — and yet — there are such a lot of these miserable earthy things that I really care for, no matter how much I pretend that I don't! For instance, there is little pig sausage and hot buckwheat cakes! When the doctor said I couldn't have 'em any more, I just couldn't help being grieved. And I was most awfully

ashamed of this, till I read in the papers, that it was only through these gross but toothsome dainties that Mr. Coolidge could toll the eminent U. S. senators to him to talk over affairs of state.

And I actually like to snuggle down under warm soft blankets of a cold night with a fifty-layer Ostermoor under me and a hot water bottle at my feet. Of course, I ought to be high-minded enough to be just as comfortable on a two-dollar excelsior mattress with patchwork quilts over me, and with some spiritually improving rats galloping over a rugless floor, but — I AM NOT! And I am far happier, — even spiritually happier, I fear, — laying myself in a seven-foot porcelain bathtub, with fresh pure water running from both taps, than I would be getting my daily scrubbing from a washtub. And what a soulful joy is soft flannel underwear, or downy pajamas, or silken hose that make me feel that my tootsies are housed in ermine, or tasty shirts, shot with a shiny stripe of Rayon in it!

Then there is getting up on one of these balmy spring mornings, just as the sun is peeping over the mountains, and slipping out in the fresh air to the strawberry patch, and picking a half pint or so of big juicy red ones, with the dew still on 'em, and later swathing them in a thick layer of goat cream!

And I like smooth morocco bindings for books, (better than I like the contents of some of them!); and, O, how I like open grate fires, throwing out a barrage of hot coals!

And I am even gross enough to enjoy lolling in a hammock out under the wisteria vine, and chucking over the latest doings of Mutt and Jeff or Jiggs and Maggie. And I like the sensuous music that comes to us over the radio, from places three thousand miles away, even though my Quaker forebearers thought all music the most sensual wickedness, and "made to please the carnal ear."

Ah, what a long list of disreputable things and thoughts and sights and sounds there are, all of which have to come to me through the gross mediumship of my purely animal senses, — roads to the joy centers of my alleged soul, that are not so very different from those of my dog or my horse.

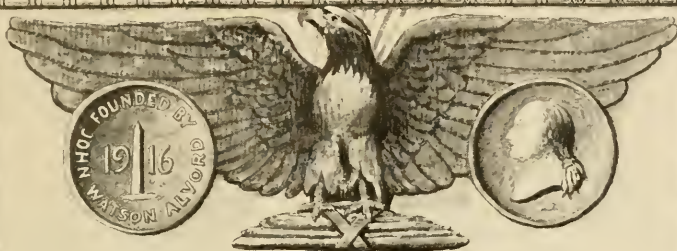
Yes, I guess I am really a sensualist.

### THE NEW COVER PAGE

The cover page this month is by Ernest E. Jackson, penman and engraver of 22 West 30th Street, Wilmington, Del.

Students studying initial letters and designs will find this an interesting page to study. This is one of the best pieces of work we have seen Mr. Jackson produce and we hope that we may see many, many more.





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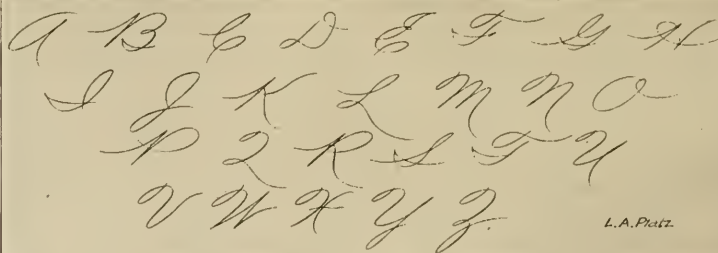
PRESIDENT WESTERN SOCIETY OF ENGINEERS

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MCMXXVIII



By J. M. Wade of the Pennsylvania Business College, Lancaster, Pa.



*This is a specimen of my  
plain business penmanship.*

*M. C. Leipholz*

The snappy looking alphabet was written by L. A. Platz, the coming penman of Syracuse, N. Y. Mr. Leipholz, who wrote the lower specimen, is connected with the penmanship department of the Baltimore Public Schools.

# DESIGNING & ENGROSSING

By E. L. Brown  
Rockland, Me.

Send self-addressed postal for criticism, and stamps for return specimens

Engrossing text for beginners. The importance of good materials is underestimated by many of those sending us specimens for criticism. You cannot do your best work handicapped by poor materials. We frequently receive work carelessly done. Let us impress upon all the importance of

careful, painstaking work as a means of the highest attainment in any vocation. Be critical — in other words, criticise your own efforts severely, and be willing to accept the criticism of others when offered in a spirit of helpfulness.

The copy given in this connection is primarily for beginners needing practice in writing engrossing text with uniformity of height, slope and spacing, the essential factors of good lettering. Use Zanerian ink (common writing fluids are unfit for nice lettering), lettering pens No. 1½ for words "Engrossing and Diplomas", and No. 3 for smaller lettering. First

rule head and base lines, and rule guide lines if necessary to make your letters uniformly vertical. Finish letters with common pen. Write many pages in a careful, thoughtful manner, and note the improvement in pen handling and accuracy in form and spacing.

Try your hand on the scroll. Pen-cil first and follow with the pen drawing, giving special attention to the form and finish. This simple, graceful ornament is well adapted for borders. Use a fine pen for tinting.

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OF THE BUSINESS EDUCATOR, published monthly except July and August, at Columbus, Ohio, for April, 1928.

State of Ohio,  
County of Franklin, ss  
Before me, a Notary Public, in and for the State and county aforesaid, personally appeared E. W. Blosser, who, having been duly sworn according to law, deposes and says that he is the Editor of THE BUSINESS EDUCATOR, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section No. 43, Postal Laws and Regulations, printed on the reverse of this form, to wit:  
1. That the names and addresses of the publisher, editor, managing editor, and business managers are:  
Publisher, The Zaner-Bloser Company,

Columbus, Ohio, 612 N. Park St.  
Editor, E. W. Blosser, Columbus, Ohio, 612 N. Park St.

Managing Editor, E. A. Lupfer, Columbus, Ohio, 612 N. Park St.

Business Managers, None.

2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent. or more of the total amount of stock).  
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R. E. Blosser  
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3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as

trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is—(This information is required from daily publications only.)

E. W. BLOSSER (Signature of editor)  
Sworn to and subscribed before me this 21st day of March, 1928.  
(Seal) EARL A. LUPFER,  
(My commission expires Jan. 11, 1929)





The above pen work was made by P. W. Costello, penman and engrosser of Scranton, Pa.

This is a photograph of a drawing of a certificate made entirely in pen and ink for a Slovak Society. It is quite different from the usual run of certificates, and is, therefore, very interesting. It shows how varied the demand are for pen work.

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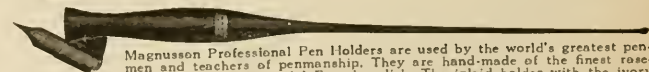


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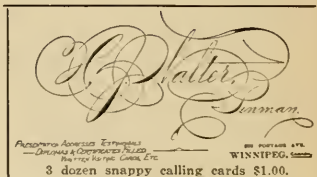
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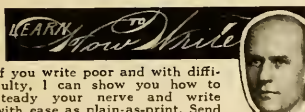
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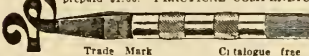
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rector of Commercial Education,  
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sistant Commissioner, Board of  
Education, Cleveland, Ohio.

Secretary-Treasurer, Mr. F. J. Mil-  
ler, Tiffin Business University,  
Tiffin, Ohio.

At the meeting of the Commercial  
Educational Association of the Ohio  
State Educational Conference, April  
13, 1928, Mr. Garbutt presented the  
matter of a State Commercial  
Teachers' Organization. His address  
was the outgrowth of a discussion at  
last year's conference by Mr. Jones.  
His conclusions were based upon re-

plies to a questionnaire sent to about  
three hundred commercial teachers in  
Ohio.

The commercial teachers attending  
this conference voted unanimously to  
form such an organization which is to  
be affiliated with the Ohio Educa-  
tional Association and is to meet each  
year on the day preceding the Ohio  
State Educational Conference.

It was the opinion of Mr. Garbutt  
and of several other teachers who dis-  
cussed the movement that such an or-  
ganization, could do much to advance  
commercial education in Ohio. Two  
points mentioned were: First, Secur-  
ing a director of commercial educa-  
tion in the office of the State Director  
of Education. Second, Raising the  
standard for commercial teachers.

Miss Sadie Berkenbaugh of Cum-  
berland, Md., is a new teacher of  
shorthand in Catherman's Business  
School at Cumberland.

Mr. Alton W. Tozier of Litchfield,  
Maine, is now teaching in the Chicago  
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## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**Applied English Essentials**, by Charles G. Reigner, Copyright 1928. 104 pages—8 x 11 in size. Published by The H. M. Rowe Company, Baltimore, Maryland.

This book is intended to teach students to write and speak English correctly. It is not a grammar; neither is it a book on composition.

Each lesson consists of a single sheet. The instruction matter is printed on the upper half of the sheet. The text, consisting of drill material bearing directly on that lesson, takes up the lower half of the sheet and is continuing on the reverse side.

Grammatical terms have been avoided whenever possible. The phase of English which a particular lesson teaches is discussed and explained in very simple language.

The tests have been organized to save time and to focus attention directly on the subject-matter of the lesson. The student underscores words or fills in blanks.

Below the perforation on the reverse side of each sheet is a spelling lesson. The words given for study are in typewritten form for the sake of visual impression. They are grouped so that the association factor may be brought into play. Each word is repeated to show the syllable division and the correct accent.

**APPLIED ENGLISH ESSENTIALS** is a companion book to **APPLIED PUNCTUATION**, also published by The H. M. Rowe Company.

**The Smedley & Olsen New Second Reader**, by Eva A. Smedley, Teacher of Literature and Dramatics, Evanston, Illinois, and Martha C. Olsen, Primary Supervisor, Evanston, Illinois, illustrated by Matilda Breuer. Published by Hall & McCreary Company, 430-432 South Wabash Ave., Chicago. Cloth cover, 192 pages.

The material in this book is prepared with definite objectives in mind.

First: To furnish rich and varied material both fanciful and factual that will broaden the experiences of the children and stimulate their thinking.

Second: To help establish a permanent interest in reading, by meeting the children's varied needs, by more purposeful reading, and by the habit of success in reading.

While each lesson has a content worth the necessary effort to master it, it is so simply written that the slowest child need not be discouraged.

Third: To encourage, through the form of the material and the silent reading device, the following desirable habits and skills in reading:

1. Purposeful reading.
2. Habit of reading with intelligent interpretation.

3. Accurate recognition through definite directions.

4. Rapid eye movement as the result of phrasing.

Accurate return eye sweeps to the beginning of lines.

As appropriate pictures are essential to primary readers, the authors are happy to acknowledge the successful cooperation of the artist, Miss Matilda Breuer, who has in her interpretations expressed the spirit and purpose of the text and whose illustrations are a worthwhile contribution to the education and joy of the children.

**American Economic History**, by Walter W. Jennings, Ph.D., University of Kentucky. Published by the Thomas Y. Crowell Company, New York. 544 pages, 100 graphs and 4 maps.

This well-considered treatise follows logically upon the heels of Professor Jennings' former work, which, in over eight hundred pages, traced the whole course of our economic progress. It has been widely accepted among educators, but the further demand has arisen for a survey of a more introductory character.

In the present volume the author has covered the same ground, but from a different method of approach. In a series of seventeen chapters he takes up, first, exploration and settlement, then territorial expansion, population growth, and immigration; and finally, an analysis of industry. There are separate chapters on agriculture, animal life on the farm, manufactures, labor, the tariff, lumbering and mining, fishing and trapping, transportation, commerce, finance, etc. By this means the student can be led along topical lines rather than chronological. Suggestive readings are given at the end of each chapter. The reader is further aided by the inclusion of 100 graphs, which show at a glance the progressive development of industries; and four maps.

This new method of approach is calculated to interest the beginner. It is presented in a systematic, clear-cut manner, which will commend it as an excellent approach to this important subject for junior colleges, general readers and those who desire a less expensive book than Prof. Jennings' earlier and more comprehensive volume.

**How to Make Lampshades**, by Ruth Collins Allen and Curtiss Sprague. Published by Bridgman Publishers, Pelham, New York. Stiff binding, 64 pages.

This book is a delightful inspiration for those artistically inclined and particularly interesting and instructive to art students and teachers. Not only is the mechanical direction explained in detail, but this book is actually crowded with designs, motifs and decorative suggestions, all of which complete the picture of the finished artistic lampshade especially in vogue today.

**Effective Business Letters. Revised and Enlarged (1928) Edition**, by Edward Hall Gardner, A.M., Professor of Business Administration, University of Wisconsin, and Robert Ray Aurner, Ph.D., Assistant Professor of Business Administration, University of Wisconsin. Published by the Ronald Press Company, New York City. Cloth cover, 385 pages.

The purpose of this book is to help the writer of business letters to develop his own powers of expression, through principle and practice. This is the thing that is required of the successful correspondent today.

The present volume seeks to give in usable form the developments of practice which the years have brought. It is neither an encyclopedia nor a book of models; it embodies a teaching method which has grown out of the course in Business Letter Writing conducted at the University of Wisconsin for the past eighteen years, and out of active correspondence supervision for business houses. From the whole body of possible material has been selected, by strict limitation, those principles which have been found by experience with generations of students to be most effective in developing power of expression in business letter writing.

**Rudiments of Economics**, by William Wallace Hewett, Ph.D., Assistant Professor of Economics, University of Pennsylvania. Published by Thomas Y. Crowell Company, New York. 256 pages. 12mo.

The subject of economics is usually regarded by the prospective student as something remote and difficult. It is often treated, by lecturers, also, from the same viewpoint. As a matter of fact—as the present author points out—its fundamentals are clear and understandable. He then proceeds to prove his point by presenting a textbook which will lift the practical service to students approaching the subject for the first time.

The book is, in fact, the direct result of special work on his part as a lecturer before groups of students and adults outside the University. Their first question was: "What is it all about?" He found in answering this question that elementary books available did not clarify discussions of such topics as Value Theory, Price Level Changes, Income, Credit, Waste, etc. Nor did they give any adequate conception of what economists of today really believe and teach. He therefore prepared his own courses to meet this obvious need. He says: "I have always thought that it would be possible to express in brief, simple, semi-popular form the real spirit of economic science without dodging the more fundamental of economic principles. This book is the result of such an attempt."

Dr. Hewett has succeeded in giving not only a good elementary course, but a book which should be of interest to the matured general reader. The relation between government and industry is especially well handled, and each step in the discussion leads logically on to the next.

**Elements of Machine Design**, by James D. Hoffman, M. E., Head of the Department of Practical Mechanics and Director of the Practical Mechanics Laboratories, Purdue University, Lafayette, Indiana, and Lynn A. Scipio, M. E., Dean of Robert College School of Engineering and Professor of Mechanical Engineering, Robert College, Constantinople, Turkey. Published by Ginn & Company, Boston, Mass. Cloth cover, 327 pages.

In the experience of the authors, much of the elementary applications in machine design may be made without the aid of the higher mathematical forms. A thorough knowledge of the calculus and mechanics on the part of the student is in all cases very desirable and in some cases imperative.

In general, however, students having the ability to analyze and apply the fundamental formulas, the derivation of which they need not know, should have no difficulty in learning the principles of machine design.

In preparing this book it has been the aim of the authors to illustrate, by the use of typical examples of design, methods of attack whereby the student may get the greatest amount of information in the least possible time; also, it has been their desire to place before the student a text that may be of the greatest usefulness in self-help.

The book is planned in two main divisions. In the first division, fundamental principles of machine design are laid down. The second division is devoted to design applications based upon the information in Division I.

Standard equations and developments have been quoted from standard texts upon this subject, for which the authors wish to express their sincere thanks. It is probably too much to expect a text to be free from errors. Wherever such are found the authors would be very grateful for an early notification. In addition they earnestly solicit frank criticisms and constructive comment.

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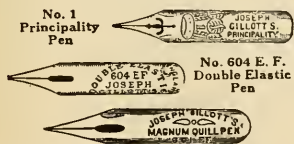
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## Summer School For Commercial Teachers

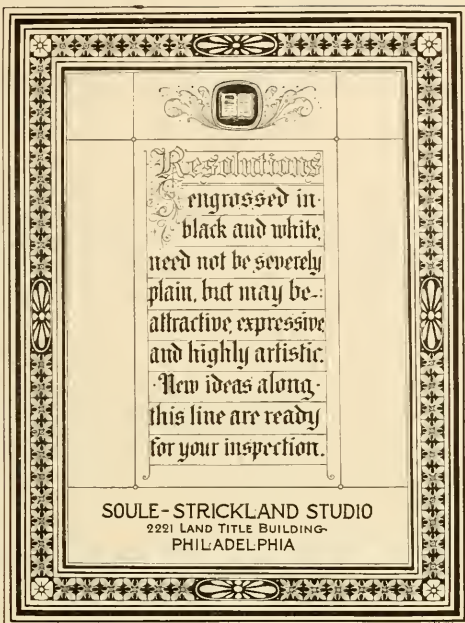
Beginning June 4, divided into two terms of five weeks each. Will offer work for experienced and inexperienced teachers who may want to

improve their professional standing or increase their salary or secure a position or get a better one than they have or add to their educational status or earn more college credits. Twelve hours of credit offered, accepted by the University of Kentucky hour for hour. Probably more teachers will be in training here this coming summer than will be assembled in one place in America. Rates for board and tuition very reasonable. Write for particulars.

## COLLEGE OF COMMERCE OF THE BOWLING GREEN BUSINESS UNIVERSITY

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Excursions to Mammoth Cave and Lookout Mountain. Each inexpensive



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# FOUR NEW BOOKS

of Interest to

## Commercial Teachers

### 20th Century Bookkeeping and Accounting

16th Ed. Pub. April, 1928

- I A logical approach to the subject.
- II An intelligent presentation of subject matter.
- III Interesting practice material suitably adapted to modern methods of teaching.
- IV Short practice sets to tests pupils' ability to apply principles correctly.

---

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*Crabbe and Slinker*

Published September, 1927

- I Gives the pupil an understanding of fundamental principles of business.
- II Inculcates habits of thrift.
- III Encourages pupils to remain in school.
- IV Provides a background for specialized business subjects.

### 20th Century Touch Typewriting

Published August, 1927

- I The Fundamentals of typewriting.
- II Fundamentals of the business letter and laboratory practice.
- III Business letters with office practice.
- IV Secretarial projects. Material arranged in budgets for convenience of assignment.

---

### Factors of Economic Geography

*Staples and York*

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- I Organized to meet the requirements of secondary schools.
- II Social-economic material and regional factors given separately.
- III Written in a language easily understood.
- IV Text Questions, Problems, and Projects for class discussion.

## South-Western Publishing Co.

Cincinnati

Chicago

New York

San Francisco

Vol. XXXIII JUNE, 1928 Number X

# The Business Educator

Penmanship  
Commercial Education  
Engrossing

Published by  
Zaner and Bloser Co.  
Columbus, Ohio.

Ernest S. Jackson, ES.

# 1928 Zanerian Summer School

Six Weeks Beginning July 5

## INSTRUCTORS



**MISS MILDRED MOFFETT,**

Representative and Traveling instructor of The Zaner-Bloser Company, will give work in Methods.

Miss Moffett has had experience as an elementary teacher in the Springfield, Ohio, Public Schools; Supervisor of Writing, Parkersburg, W. Va., and Middletown, Ohio; Field Supervisor for Zaner-Bloser Company; Instructor of Penmanship, Asheville, N. C., Normal School, two summers; Instructor of Penmanship and Methods of Supervision in Handwriting, University of Southern California, Los Angeles.



**FRANK H. ARNOLD,**

Supervisor of Handwriting, Spokane, Washington, is known throughout the United States as one of the foremost supervisors. Unquestionably he is one of the most enthusiastic, forceful speakers in the penmanship profession.

It is with pleasure that we announce that Mr. Arnold will be with us for two or three weeks, beginning July 16, and will give at least ten lectures. It will be worth a trip across the continent to hear Mr. Arnold.



**R. B. MOORE**

Secretary of The Zaner-Bloser Company, a man who has traveled extensively in the interest of penmanship and who has appeared before many thousands of teachers, will give work in Methods of Teaching in the Zanerian Summer School.

Mr. Moore's experience makes him especially well qualified to bring to the Zanerian students the very latest in penmanship.



**W. O. DOESCHER, Ph.D.,**

Professor of Psychology and Philosophy, Capital University, Columbus, Ohio.

Dr. Doescher will again teach Psychology in the Zanerian Summer School. Two hours college credit can be earned in his class.

Dr. Doescher is a very able scholar and an extremely patient, sympathetic teacher.



**FLOSSIE G. CAIN,**

Supervisor of Writing, Rocky River, Ohio, is a penman and teacher of unusual skill. She has a pleasing personality and has had splendid training and experience. She will be one of the instructors in the Zanerian Summer School.



**MR. E. A. LUPFER,**

Principal, Zanerian College, will as usual be one of the regular instructors in the coming Summer School.

**MRS. MINA LUCAS,**

Supervisor of Writing, Findlay, Ohio, will aid pupils in securing room and board and assist in any way possible to make pupils comfortable.

Write for Catalog.

**Zanerian College of Penmanship**  
Columbus, Ohio





*Bliss-Alger*

## Bookkeeping and Accounting

The new course for  
Resident and Extension Work

Complete Correspondence Course furnished every  
teacher or prospective teacher at a very nominal charge.

Now is the time to investigate for next year.

**BLISS PUBLISHING CO.**  
SAGINAW, MICH.

1858

1928

*Spencerian*

(Reg. U. S. Pat. Off. and Foreign Countries)

## 70 YEARS

70 years ago the first Spencerian pen was made.

In each of these 70 years, with rare exception, the sales of Spencerians have increased. Thousands upon thousands of people will use no other.

For 70 years the finest materials have been bought, the best craftsmen employed and the most constant inspection maintained in the careful production of Spencerian pens. Every one of them has carried the Spencerian name and has added to its prestige.

70 years of uninterrupted effort to make for expert penmen and for all others who write, the best steel pen that can be produced.

Try them,—send 10c for an assortment of 10 popular Spencerians and a complimentary penholder.

B.E.—6-28

SPENCERIAN PEN COMPANY

349 Broadway  
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## Metropolitan Business Speller

New Edition  
By U. G. Potter  
McKinley High School  
Chicago

Over 6000 words. New lessons containing words pertaining to Aeroplanes, Radio, Automobiles, etc. Complete Index, 244 pages, attractive binding, 50 cents.

### A Superior Speller

Twofold Design. In the preparation of the Metropolitan Business Speller we had constantly in mind two objects: first, to teach the pupil to spell, and second to enlarge his vocabulary, especially of words in general use.

Classification of Words. As an aid to the memory we have classified words, as regards sounds, syllabication, accents and meaning. We have grouped the words relating to each particular kind of business into lessons, by which the student is enabled to familiarize himself with the vocabulary of that business. We have interspersed miscellaneous exercises in the nature of reviews. We have grouped words that can best be learned by comparisons, such as Stationery and Stationary.

Abbreviations of states, months, railways and commercial terms are given in regular lesson form, and grouped alphabetically. We regard abbreviating of almost equal importance with spelling.

Syllabication and pronunciation are shown by the proper division of words, and the use of the diacritical marks. The words are printed in bold type, and the definitions in lighter face, so as to bring out the appearance of the word,—an aid in sight spelling.

## Metropolitan System of Bookkeeping

New Edition  
By  
W. A. Sheaffer

You Will Like It. The text emphasizes the thought side of the subject. It stimulates and encourages the reasoning power of the pupil. Pupils acquire a knowledge of the subject as well as facility in the making of entries. It is a thoroughly seasoned, therefore accurate, text supported by complete Teachers' Reference Books, and Teachers' Manual.

Parts I and II text is an elementary course suitable for any school in which the subject is taught. Two semesters are required in High Schools and a correspondingly shorter time in more intensified courses.

Parts III and IV text is suitable for an advanced course following any modern elementary text. We make the statement without hesitation, that this is the most teachable, most up-to-date, and strongest text published for advanced bookkeeping and elementary accounting use. Corporation-Mfg.-Voucher unit is bound in heavy paper covers and contains all of Part IV. It is a complete course in Corporation accounting, including instructions, set of transactions, exercises, problems, etc. It is without doubt the best text for this part of your accounting course. List prices. Text, 120 pages, 40 cents. Supplies, including Blank Books and Papers, 95 cents.

EXAMINATION COPIES will be submitted upon request.

**METROPOLITAN TEXT BOOK COMPANY**

Texts for Commercial Subjects  
37 SOUTH WABASH AVENUE

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*For each writing system:  
a pen perfectly adapted  
to smooth the path of learning!*

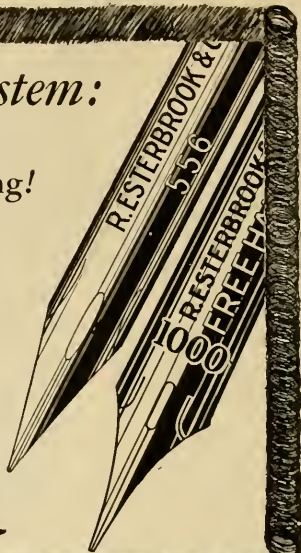
THERE IS *one* pen especially created to give your instruction its smoothest, readiest expression! Esterbrook has designed and created this pen. You'll know it—and recognize its perfection—the minute you pick it up.

Each Esterbrook pen must be flawless. As a result, Esterbrook pens last longer. Your pupils don't use so many. Your pen costs are reduced.

Won't you write us for full information about Esterbrook school pens?

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## The Gregg Normal Session Gives Expression to the Ultimate in Teacher- Training

Progress is the process of adjusting ourselves to changing conditions. We are living in a changed world demanding new ways for doing old things. The Gregg Normal is the recognized leader in resultful methods of teaching commercial subjects.

At the Gregg Normal you will come in contact with outstanding personalities in the teaching profession and you will be inspired by new ideas. You may be pulled out of the rut that shackles many teachers. Your imagination will be revived. Your mental faculties will be stimulated to greater activity with the result that your everyday routine will lose its eroding sameness.

Every summer the attendance represents practically every state in the Union and many Canadian provinces. Courses are arranged for the experienced teacher as well as the one about to enter this profession.

An unexcelled Placement Service is at your command. Gregg graduates are teaching successfully in public and private schools everywhere. Gregg training makes good teachers better teachers, and adds dollars to the pay check.

The Gregg Normal Session begins July 2 and closes August 10, 1928. Plan now for six wonderful weeks of pleasure and profit. Special bulletin tells more—write for your copy today.

**Gregg School**

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Chicago, Illinois

## A Teachers' Clearing House

THERE are many styles of teachers' agencies, for there are many notions concerning the function of an agency. Ours is somewhat different.

THE OHIO TEACHER'S BUREAU is not merely an agency for placing teachers, although that is its chief business. Members of this Bureau have the right at all times to submit to us questions of a professional nature and feel assured of prompt and courteous replies—and without charge. The Director of this Bureau has spent all his life in teaching and in school administration, and has aided thousands by his advice.

We can secure for you just the kind of position you are best prepared to fill. We had thousands of direct calls for teachers, superintendents, and college professors the past season. Send for booklet and enrollment blanks.

**THE OHIO TEACHER'S BUREAU**

Suite 303, Martin Building, Columbus, Ohio  
HENRY G. WILLIAMS, Director

# Why Research?

Research in education is made for the purpose of determining correct educational theories, subject matter and methods of procedure.

In all research work, conclusions are based on the *results* of certain prescribed tests, measurements, and experiments.

No educational theory can be accepted that is not supported by achievement. Merit must be determined by *results*. That's why

## Rational Typewriting

continues — year after year — to lead in the field of typewriting instruction.

The severest test to which a method can be put is the test of the classroom teacher. The results that teachers obtain with a typewriting book prove more than all the theories that have been expounded since Sholes invented the "type-writer."

In the State, Provincial, and School Typewriting Contests of the last dozen years, Rational-trained students have won twice as many events as all the other methods collectively. The last World's School Championship Contest is typical.

1. The World's School Novice Typewriting Championship Contest, New York City, October, 1927, was won by Mr. Chester Soucek, a Rational typist, who began the study of typewriting in the Coraopolis, Pennsylvania, High School in September, 1926. Mr. Soucek's net speed was 81 words a minute.
2. Second place was won by a Rational typist, Miss Lucille Coulombe, of the Berlin, New Hampshire, High School, with a net speed of 80 words a minute, and with but 5 errors—THE MOST ACCURATE RECORD MADE IN THE CONTEST.
3. The four most accurate records were made by Rational typists.
4. Sixteen of the first 22 places were won by Rational typists.
5. Twenty-nine, or 76.3% of the 38 competing State Champions were Rational-trained.

The strength of a typing method is shown by mass results. A few isolated successes mean little. The test of a method is its achievement in open competition with other methods. By this, or any other test of efficiency, Rational Typewriting is away out in front of the procession.

A brand new series of six new books — a text for every need — all published in 1927 and 1928.

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SAN FRANCISCO

BOSTON

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LONDON





## Do You Know?

More than 1,400 reporters were members of the National Shorthand Reporters' Association in 1926.

Nearly 1,300 of this number write Pitman.

Less than 150 use one of 11 different systems.

Almost a year was required to complete this survey.

*Pitman Shorthand was invented by Isaac Pitman in 1837. The excellence of the Pitman System is indicated by the fact that today — 90 years after — 9 out of every 10 reporters are Pitman writers.*

## Isaac Pitman & Sons

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## *Correlated Handwriting*

### SUMMER SCHOOLS

June-August, 1928

#### Zanerian Summer School

Zanerian College, Columbus, Ohio,  
July 5 — August 16, 1928

Asheville Normal and Associated Schools,  
Asheville, N. C.

Colorado State Teachers' College,  
Greeley, Colorado

McCann School of Business,  
Reading, Pa.

George Peabody College for Teachers  
June 12 — July 20  
Nashville, Tenn.

#### Chicago Summer School

Lewis Institute, Chicago, Ill.,  
June 25 — July 27, 1928

Georgia State College for Women,  
Milledgeville, Ga.

North Carolina College for Women,  
Greensboro, N. C.

University of Southern California  
Los Angeles.

Virginia Anna Purcell, Instructor

## Zaner & Bloser Company

COLUMBUS, OHIO

# *THE Business Educator*

Volume XXXIII

COLUMBUS, OHIO, JUNE, 1928

No. X

## THE NEW PENMANSHIP ASSOCIATION A GREAT SUCCESS

In our March number we announced the formation of a new penmanship association on the Pacific Coast. The first meeting was held in Oakland, California, on April 21st, which was well attended, and an organization was affected. If we may judge, it promises to be an association from which we may expect much in the way of accomplishment for the cause of better writing.

R. E. Wiatt, Supervisor of Handwriting in the Los Angeles Public Schools, and President of the new association, writes as follows regarding the first meeting:

"The first meeting of the Western Supervisors' Penmanship Association was a great success considering the fact that within three months after it was suggested, we had our first meeting with a membership of about 60.

The members of the association voted the meeting to be the best penmanship association meeting they ever attended.

Miss Bertha E. Roberts, Deputy Superintendent of the San Francisco Schools, gave a most wonderful address on, "How we teach penmanship in the San Francisco Schools."

Miss Lois T. Jones, supervisor of writing of Fresno, Calif., gave a most excellent talk on, "How we socialize and motivate writing." Her address was exceptionally fine.

The meeting place for next year has not been decided upon as yet; however, it is likely to be held in San Francisco, as it is quite central. The same officers hold over until the next meeting. We hope to have a membership of at least 500 by the time the next meeting convenes."

We hope to be able to present in our columns, from time to time, some of the addresses delivered before the first meeting.

## THE NATIONAL ASSOCIATION OF PENMANSHIP TEACHERS AND SUPERVISORS

Report of the Chicago Meeting,  
April 25, 26, 27, 1928  
OFFICERS, 1929

President, Miss A. Lucilla McCalmont, Utica, N. Y.

First Vice Pres., George A. Race, Bay City, Michigan.

Second Vice Pres., Miss Alma E. Dorst, Oak Park, Ill.

Secretary, Arthur G. Skeeles, Columbus, Ohio.

Treasurer, Miss Luella Chapman, Buffalo, N. Y.

(Mr. Skeeles was elected secretary in spite of his statement that he would be unable to serve longer. He has since forwarded his resignation to the president.)



MISS A. LUCILLA McCALMONT  
Director of Handwriting, Utica, N. Y.  
The New President

Place of Meeting for 1929,  
Buffalo, N. Y.

"The best program ever presented at any meeting of the Association" was the comment heard from many persons at the Chicago meeting. Only a brief summary can be given here; but arrangements have been made to publish the papers and addresses in full. If you are not a member you should send your fee at once in order to secure this report.

Wednesday

The Boys' Glee Club of Lindbloom

High School provided most excellent music for the opening session.

We were welcomed to Chicago by District Superintendent Conley of the Chicago Public Schools.

Elmer G. Miller, Director of Commercial Education, Pittsburgh, responded gracefully, expressing the respect and admiration felt by the visitors for the great accomplishments of Chicago. He was willing to concede that Chicagoans had made everything in the County of Cook, but drew the line at Lake Michigan.

President Lettie J. Strobell in her Presidents's Address said that besides skill in handwriting the supervisor needed three things—stamina, scholarship, sympathy. "Stamina is power. Scholarship is evidence of a sound mind. Sympathy is the expression of love." For this equipment "there is no standard of measurement," but "we are enriching the nation and the world by harmonizing the major and minor keys of life into one great symphony."

Dr. Franklin Bobbitt of the University of Chicago spoke of the "General Principles of Supervision as Applied to the work of Supervisor of Penmanship." He contrasted "the old conception of management by overhead personal authority" with "the more recent conception of scientific management, or management under the direction of educational science." "By educational science we mean the best vision of the educational realities which mankind—particularly our profession—has yet been able to achieve." "It resides in those who have the clearest professional vision. It is voiced by those who most clearly discern the educational realities."

Dr. Bobbitt's conception of a supervisor of penmanship who should direct by "spreading enlightenment" instead of "setting up standards and outlining methods" is a good thing for every supervisor to think about—especially those who may not agree with him. The address will be read with interest by all educators.

The morning session concluded with a moment of silence in memory of the late Austin Norman Palmer, after which Miss Lillian Bushman, Burlington, Wisconsin, played a beautiful

(Continued from Page 19.)

## THE BUSINESS EDUCATOR

Published monthly (except July and August)

By THE ZANER-BLOSER CO.,

612 N. Park St., Columbus, O.

E. W. BLOSER - - - - - Editor

E. A. LUPPER - - - - - Managing Editor

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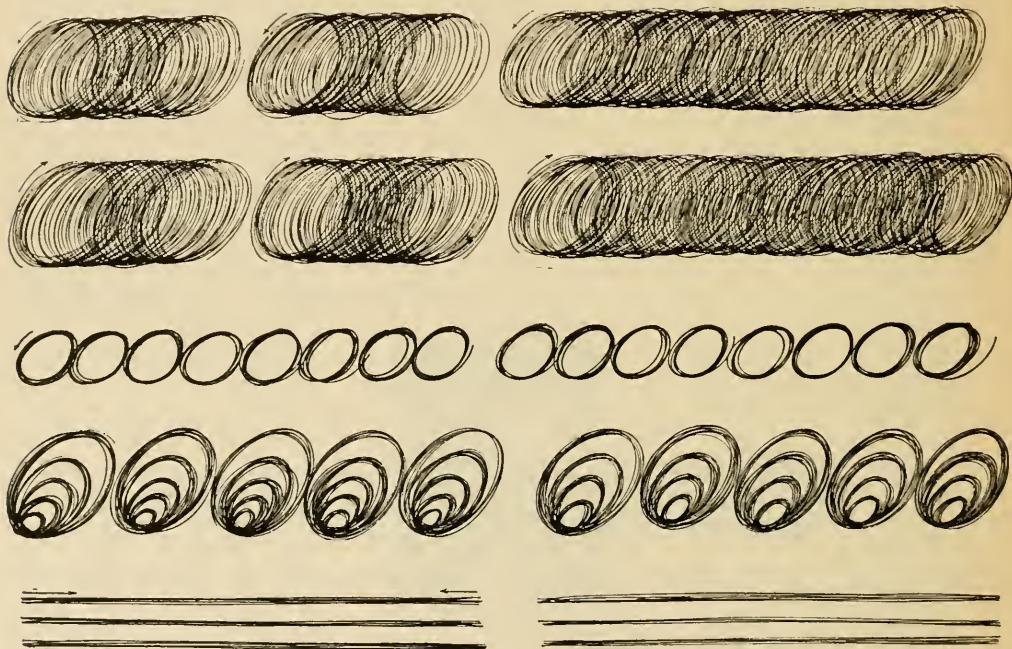
The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

# Lessons in Business Writing

By E. A. LUPFER, Columbus, Ohio

Send 15 cents in postage with specimens of your best work for criticism.

Some warming up exercises which are good for each one of us to try occasionally. They are especially good for beginning students and for persons who have trouble in getting a free motion. If your capitals contain shaky lines do more work on these exercises.



All students should learn to make figures legibly and quickly. They should be small, neat and compact. Below are some exercises and figures for you to study and imitate.

58673294138796  
16147912037423  
69785324063781  
45648798236290  
20136457687986  
58267306411565  
30538445386792  
46891357902684  
97643258120352  
73246187512631  
22658103209426  
85765432129352

290261  
462400  
232126  
543692  
251359  
1779838

987634  
693251  
294383

27  
5887.66

392645  
24  
1570580  
785290  
9423480

467832  
154107  
313725  
576  
1568625

627834  
12250  
771982  
100000  
163591  
163591

725036  
297541  
300786  
57860  
627439  
448755  
2457417



dictate matter to be written, as the shorthand teacher dictates to his class, to encourage free-flowing movement and speed. That which is written from dictation will more nearly represent the pupil's real writing. Try it.

By D. W. Sherman.

|      |    |             |                  |                               |    |         |
|------|----|-------------|------------------|-------------------------------|----|---------|
|      |    |             | Rent for Sept.   | 75                            | -  |         |
| Oct. | 1  | Expense     | In full of acct. | 347                           | 28 |         |
|      | 5  | D. N. Smith | Cash purchases   | 294                           | 63 |         |
|      | 9  | Purchases   | To apply on ac   | 45                            | -  |         |
|      | 16 | A. Koomb    | Salary to 10, 15 | 8 <sup>6</sup> / <sub>4</sub> | 91 |         |
|      | 17 | G. Crum     | Total payments   |                               |    | 847 91  |
|      | 31 | Cash Cr.    |                  |                               |    | 328 31  |
|      |    | Balance     |                  |                               |    | 1176 22 |

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the Insert your grade here. grade.

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

1 2 3 4 5 6 7 8 9 0

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

After practicing the alphabet and sentence above send your best copy, together with a sentence stating that you are working for a certificate, to the office of the Business Educator, Columbus, Ohio. See how regular you can make this page appear in slant, size and spacing. Be sure that you use arm movement on the capitals as well as on the small letters.

### Supplementary Copies for Penmanship Practice

Copies were written by Francis B. Courtney, Detroit, Mich. Instructions were written in the office of the B. E.

The face in early youth smooth, fair, and beautiful, year by year becomes the index of her mind. What one reads in the face, one may be sure is a reflection of the soul of the individual. It takes time to carve the lines and furrows, hateful, malicious, mirthful, patient, sweet, vindictive.

Nature has her way of doing things which no one can permanently conceal. Her laws are inflexible and fixed. They may be studied and read, but not understood. You can learn to read character, but you cannot know character. Like mind and electricity, it is a subtle force not understood. You can know, however, how to develop character and nothing will aid you so much as the learning to read character in the face as in an open book. Begin today. Start with the mirror.



SUPPLEMENTARY COPIES FROM A TO Z

By S. M. BLUE, Portland, Oregon.

*All persons interested in penmanship and business education ought to cheerfully support the Business Educator, for it certainly is almost helpful and inspiring journal.*

*Ability to do is acquired by doing, for experience is truly the great teacher.*

*BE something. BE somebody by BEing a reader of the B.E.*

*Careful and continuous practice compels the stubborn muscles to obey our will.*

*Doing one thing over and over, each time making it a little better than before, is how improvement is made!*



Effort, real, genuine effort, intelligently guided is the secret of success in mastering penmanship.

Freedom of movement is necessary, but it must be well controlled, so that firm, strong lines are secured.

Good penmanship is the result of painstaking practice, and is worth at least two thousand dollars to its possessor.

He who works hardest and most intelligently, makes the most improvement in penmanship.

In mastering penmanship, you should practice principles and exercises before letters, letters before words, words before sentences, sentences before paragraphs, and paragraphs before pages.

I have made up my mind to thoroughly master the commercial branches, and not be handicapped through life for the want of them.



# Students' Page



*This is a specimen of my plain business writing while a student in Brown's Business College and striving for a Business School Certificate*

This speedy specimen of business writing is by Dorothy M. Street, a pupil in the Brown's Business College, Peoria, Ill. C. J. Harvey is the penmanship teacher.

*I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade.*

The above was photographed from Correlated Handwriting Practice Book No. 4, filled in by Nannie B. Weller, a public school teacher in Baltimore, Md. She has taken thirty lessons under Mr. M. C. Leipholz. Baltimore recently adopted Correlated Handwriting, and the teachers are enthusiastic in getting their penmanship up to a high standard.

## A RECIPE

Take a little drop of wisdom  
With understanding fraught  
Take a pinch of careful planning  
With a generous bit of thought.  
Then mix them all together  
With Correlated Method sound,  
And you'll have the finest handwriting  
That can anywhere be found.  
By the B. E. Poet.

*I am a second grade pupil in the Rocky River, Ohio, Public School. This specimen is typical of the good work being done by the first and second grade pupils in that school. The original of the above reproduction was 10½ inches long, and the small letters were ½ inch high. Miss Flossie G. Cain is the supervisor of writing. First and second grade pupils find this large writing interesting and easy to perform. It does not cramp their hands nor injure their eyes so much as the laborious, small adult writing. As Dr. Lewis Terman, Professor of Education, Stamford University, in his 417 page volume, "The Hygiene of School Child," states: "The handwriting should be large and oval in the first grades."*

This large, free, arm movement writing was written by Evelyn Turner, a second grade pupil in the Rocky River, Ohio, Public School. This specimen is typical of the good work being done by the first and second grade pupils in that school. The original of the above reproduction was 10½ inches long, and the small letters were ½ inch high. Miss Flossie G. Cain is the supervisor of writing. First and second grade pupils find this large writing interesting and easy to perform. It does not cramp their hands nor injure their eyes so much as the laborious, small adult writing. As Dr. Lewis Terman, Professor of Education, Stamford University, in his 417 page volume, "The Hygiene of School Child," states: "The handwriting should be large and oval in the first grades."



Do it well whatever your duty.  
 Make of it a thing of beauty  
 Slight not so much for  
 pleasure.  
 Take no pride in holding my  
 measures,  
 Slight not task however humbled  
 I with greater tasks you'll  
 stumble,  
 Fame and glory shall be won  
 If you do your work well  
 done.  
 Helen Fetz

The above specimen was written by Helen Fetz, a ninth grade pupil in the public schools, Port Jervis, N. Y. Cleo Rayl, teacher. Notice the free swing this writing contains.

J. O. Brunet

J. O. Brunet

P. G. Rollin

Saint Boniface.

The Brunet brothers, J. O. who wrote the first two lines and R. G. who wrote the last two, are very skillful penmen. R. G. teaches in the Lord Selkirk School, Winnipeg, Canada.



J. S. GRIFFITH

Mr. John S. Griffith who has charge of the penmanship department of the Englewood Business College, Chicago, Ill., will contribute a series of lessons in practical business writing to the *Business Educator*.

Mr. Griffith is one of the outstanding penmen of today. We, therefore, feel fortunate in securing work from him.

Miss Mary Winston Jones is a new teacher in the Department of Commercial Education of the Colorado State Teachers College at Greeley.

Miss Eva M. Langdon of Huntington, W. Va., has recently accepted a position to teach in Wasatch Academy, Mt. Pleasant, Utah.





H. M. HEANEY



I. E. HEANEY

*H. M. Heaney*

### GRAND RAPIDS COMMERCIAL COLLEGE

The above college is now under the personal management of Mr. and Mrs. H. M. Heaney, whose photographs we take pleasure in presenting herewith.

Mr. Heaney is well fitted by education, experience and ability to conduct a school of unusual excellence. He has had more than a score of years of experience in training young men and women for the business office. He has been teacher, manager, and owner in business schools and knows the business college work from A to Z. Senator Ferris wrote of him: "He is the best teacher in the class room I ever saw." This is a very high tribute since it comes from a man like Senator Ferris.

He is a public speaker, whose services are greatly in demand. He is a member of the Association of Commerce, Kiwanis Club, and Westminster Church.

Mrs. Heaney is well adapted both by training and temperament to the business college work. She is a graduate of the Ferris Institute, and is well liked by the students.

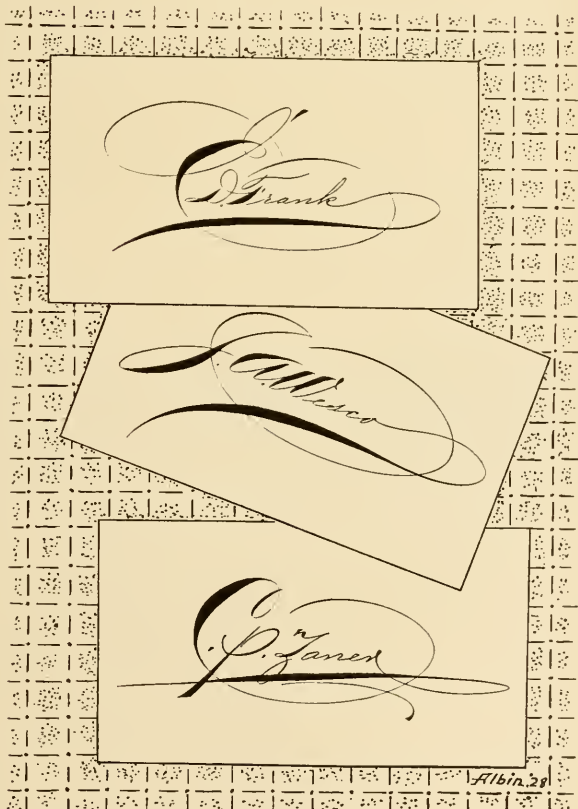
This school gives sufficient time to the subject of penmanship to enable each student to acquire a good plain style of business writing. The school realizes the importance of good writing in offices. It believes that a letter of application well written, gives the impression that all other work is well done too, and hence good writing becomes a key that unlocks many office doors.

Mr. Heaney is a penman of national reputation, and we are pleased indeed that we can present his signature herewith.

The Business Educator wishes these two charming, progressive, commercial educators continued success and prosperity.

AB CDEFGH IJK  
L M N O P Q R S T U  
V W X Y Z  
*William Manning*

Marking Alphabet by A. H. Ross, penman in the Eastman Business College, Poughkeepsie, N. Y.



M. A. Albin, teacher in the Draughon's Business College, San Antonio, Texas, wrote the above signature.

## Supplementary Business Writing

By C. C. LISTER, Maxwell Training School for Teachers, New York City

"Action is the father of thought. We do not learn all about a thing and then go and do it; we do it first, badly perhaps, and keep on doing it; and out of the doing of a thing comes the understanding of it."

Truth is not found by study, nor by searching for it. Hence students and theorists are proverbially cautious. With them everything depends! The blacksmith knows what he can do with red-hot iron, because he has tried it.

His knowledge is the product of sweat, fire, and the hammer!" 128

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m  
n o p q r s t u v w x y z  
1 2 3 4 5 6 7 8 9 0

This is a specimen of my  
penmanship  
while a student in the Business  
Institute and a strong for an  
elegant signature.

Mark S. Loewy

Chant

Stuart

J. A. Harper

The above signatures were written by  
J. A. Harper, 213 Hastings street, E., Van-  
couver, B. C., Canada.

The above specimen was submitted for a certificate by Mark S. Loewy, a student in the Business Institute, Detroit, Mich. T. W. Wauchope is the penmanship teacher.



## The Handwriting Expert, or Some Observations Upon the Detection of Fraud and Forgery

Lloyd L. Jones, Assistant Commissioner Board of Education,  
Cleveland, Ohio

[The author of this article has been an examiner of questioned documents for the past twelve years. As a teacher of commercial subjects, including penmanship, he became interested in the scientific detection of forged handwriting. Examining questioned documents has become a most interesting and very profitable side line for Mr. Lloyd Jones.

There has been so little written upon this subject that we felt a brief survey of this unusual field would be of some benefit to penmen, engrossers and teachers of penmanship.]

Undoubtedly the greatest handwriting experts the world has ever seen are or have been penmen, engrossers or teachers of penmanship. Without a doubt the qualified examiner of unquestioned documents is in the highest paid branch of penmanship.

science. It is a fine thing for penmanship experts to render a social service in examining disputed documents and in helping to see that justice is furthered by giving expert testimony in court.

There is hardly a teacher of penmanship who is not called upon at one time or another to give his opinion upon some specimens of penmanship. It may be the local banker who has a suspicious looking check; or it may be the principal of the school who holds an unexplained written excuse for absence; or it may be some attorney who is about to probate a questioned will; or it may be that the county prosecutor seeks advice upon a matter which jeopardizes the liberty of some individual.

The reason for an article of this sort is not the passing interest it holds for half an hour; its value lies in the fact that the cases shown illustrate some phases of forgery and may assist the reader by giving him a few principles as bases for the examination of some of the documents which come to his attention.

### A Great Cost

Crime costs the United States over \$10,000,000,000 each year. This figure includes not only the direct financial loss, but also the cost of jails, prisons, courts and police officials. Forgery represents the most intellectual crime—if there be such—because forgeries are usually committed by people in legitimate business who are continually handling fairly large sums of money. If a forgery is good enough to cause intelligent people to part with their money, it is a scientific achievement. That is what makes it such a menace.

### Modern Business Wants Speed

Business wants speed today. Competition often compels the hurried closing of contracts. Customers are eagerly sought and prompt accommodation of them is an earmark of service. But in the speed and rush of affairs someone must retire to his study and take a quiet view of the field. In the light of his experience and education the scientific examiner must render his opinion. It is just as important that laboratory methods of research be employed in the examination of valuable documents as in developing new industrial processes.

The scientific investigator is simply one of the tools used today in seeking newer and better ways of doing things. The days of opinion evidence

|                                                                                                                                                                                                                                                                                                                |                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <p><u>\$5,000.000</u></p> <p><u>Fifteen Months</u></p> <p><u>after date I promise to pay to</u></p> <p><u>the order of C. L. Chadwick</u></p> <p><u>Five Million</u></p> <p><u>Dollars</u></p> <p><u>at No. 1824 Euclid Ave., Cleveland, Ohio.</u></p> <p><u>Value received</u></p> <p>No. _____ Due _____</p> | <p><u>New York May 20<sup>th</sup> 1902</u></p> <p><u>Andrew Carnegie</u></p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|

DUNGENESS  
FERNANDINA  
FLORIDA

*Andrew Carnegie*  
*Andrew Carnegie*

*Andrew Carnegie*

*Cassie L. Chadwick*

The above is a reproduction of a note for the sum of \$5,000,000, said by Cassie L. Chadwick to have been given her by Andrew Carnegie, and used by her to defraud the bankers of her day of tremendous sums of money.

The naked eye will discover that the signature on the note does not attempt to duplicate the correct signature of the multi-millionaire in any respect. Cassie Chadwick simply wrote the note out, signed the name of the maker to it, and passed it largely by reason of her personality.





in the field of handwriting testimony are passed. To be sure the courts have been slow to admit the testimony of handwriting experts, because the opinion was not supported by demonstrative evidence. In other words, the mere statement that this disputed signature "looks" like that admitted specimen does not get the witness very far in court. Whenever the handwriting expert testifies in court, he should demonstrate the methods and processes he used in arriving at his decision. His demonstration should be so convincing that the listeners will all be compelled to come to the same decision he did.

The law has made such strides in the last few years that practically every court in the United States admits data produced by the scientist in arriving at an opinion in cases of questioned documents.

uments are several years old and have already been handled considerable, the responsibility for their preservation is placed upon the handwriting expert. He must not harm or deface or disturb the document in any way, but keep it in good condition. Then when a document is brought into court and it passes through the hands of witnesses, attorneys and jurors it is liable to become so worn and torn that it is really worthless as evidence.

Double glass covers or celluloid envelopes should be provided for the care of the documents.

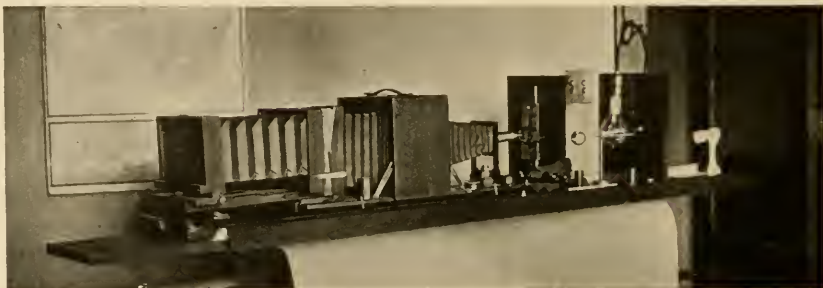
## The Document Camera

The first thing the handwriting expert should do after he is handed a disputed document is either to photograph it himself or have some reliable photographer do it. Then he has definite proof of the condition in which

which to compare it. Side by side examination of the photographs is the only safe way.

The microscope and the camera must be combined. Furthermore the apparatus must be portable and adapted for use under many different conditions. In order to get sharp and clearly defined enlargements, the author attached two cameras together in order to get exceptional bellows length. Such an apparatus must be sturdy and strong, quickly assembled, adapted to all sizes of pictures up to 8 inches by 10 inches, usable under all sorts of conditions, and when knocked down take up very little room.

By using different lenses, the small letter "o" can be magnified so that it is eight inches across. By using one camera or the other, different lenses and different bellows lengths,



The cases submitted here are fairly representative of what comes to the office of the examiner of questioned documents. Anyone who attempts to give an opinion upon handwriting avail himself of the proper simple apparatus described. The individual who is worthy of qualifying as a handwriting expert must have a thorough knowledge of the subject of penmanship, must possess analytical ability, must use laboratory methods, must have some apparatus and must call photography to his assistance. Of course the process of examination is slow, but where a case involves, as they do many times, thousands of dollars, the expert's fee is usually in proportion to the total sum involved.

## A Large Case in Point

The author of this article was the partner of Mr. H. D. Gould, penman, scientist and teacher, who had a remarkable career as a handwriting expert for forty-three years. The largest case Mr. Gould ever had was that of Cassie L. Chadwick who disturbed the Cleveland financial district twenty or more years ago. The accompanying illustration gives three of the admitted signatures of Andrew Carnegie which can be compared with the forged signatures of Cassie L. Chadwick is also shown on next page.

## Care of Documents

Inasmuch as many questioned doc-

uments are several years old and have already been handled considerable, the responsibility for their preservation is placed upon the handwriting expert. He must not harm or deface or disturb the document in any way, but keep it in good condition. Then when a document is brought into court and it passes through the hands of witnesses, attorneys and jurors it is liable to become so worn and torn that it is really worthless as evidence.

Double glass covers or celluloid envelopes should be provided for the care of the documents.

## The Microscope

The microscope is indispensable in getting at the facts in examining questioned documents and in any disputed handwriting. The expert must get close enough to the handwriting "to see the freckles." But even after the facts have been ascertained, their demonstration depends upon photography. Comparison must be made by pictures.

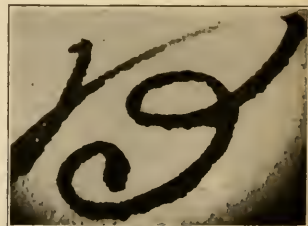
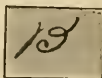
## The Microscope-Camera

To make a long explanation short, the details of the handwriting must be "bound" permanently and brought together by the camera. The human memory is too fickle in any attempt to look at one field in the microscope while remembering another with

pictures can be made natural (exact) size or even considerably smaller.

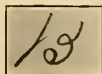
## Photo-Micrographs

In order to give the reader an idea of what magnified objects look like, two capital "B's" are shown. These pictures (photo-micrographs) were taken directly with the microscope-camera. They are not enlargements made from small pictures, but actual reproductions of what the eye sees in the microscope.

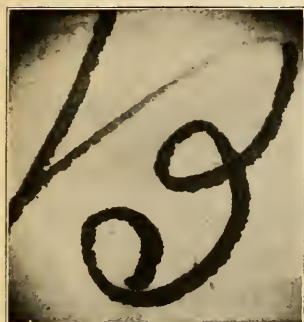


Although these letters are not the same size (no person has ever been able to write letters which are copper

plate facsimilies of each other), a few minutes study will show that they were made by the same person. Note



strokes. But how the quavering strokes and "stuttering" of the pen show in the enlargement.



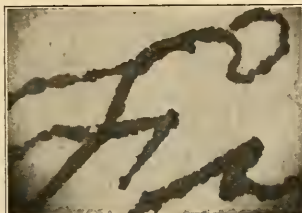
the thin, light, rapid rising strokes and the sharp beginning of the downward stroke at the curve.

## Conclusive Evidence

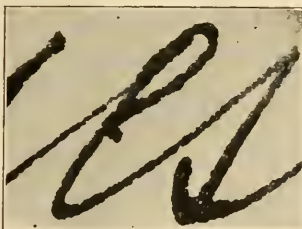
Sometimes the naked eye cannot detect piecing, patching or overwriting. The microscope camera does bring up the details so that the court and the jury have demonstration evidence before them. This photo-micrograph was evidenced enough to convince the most skeptical that this capital letter "R" was not writing at all. It was a wrawing, full of pen lifts and patches. The original looked like a clever job, but what a mess the photo-micrograph proved it to be!



Age and infirmity can be plainly detected by the use of photo-micrographs. It would be well nigh impossible for a forger to imitate the quavering lines in the signature of Leonard Fish. The naked eye recognizes some irregularities in the pen



Sometimes the unaided eye cannot detect any irregularities but the detection of a series of recent payroll irregularities depended upon the joining of the letters "ies." The enlargement shows the initial stroke of the



"e" does not form any part of the loop. The forger simply slipped and a habit of making a small "e" like this cropped out at the time he was trying to imitate the signature of another person.

## THE N. A. P. T. S.

(Continued from Page 7.)

violin solo. The president appointed a committee to present resolutions on the death of Mr. Palmer.

## Wednesday Afternoon Session

Dr. A. S. Barr, University of Wisconsin, presented a stimulating paper on "The Development of Objective Procedures in Classroom Supervision." He believes that the work of the supervisor should be subject to the same kind of tests and measurements that we are learning to apply to the work of the pupils.

Miss Luella Chapman, Director of Penmanship, State Teachers College, Buffalo, presented a splendid paper. "The direct responsibility of the instructor in the teacher-training institution is to the students who are attending the school for the purpose of obtaining the preparation and the equipment necessary to enable them to teach in the elementary schools." And this responsibility is to be discharged by being "so thoroughly prepared for her work, so untiring in her efforts to guide her students, so in-

terested in their accomplishments, so sincere of purpose, so alive and so awake to the cause of Good Writing that she inspires her students to 'go and do likewise.'"

Mr. Glen Hoffhines, Harris Trust and Savings Bank, Chicago, presented "Practical Penmanship from a Practical Point of View." "All of the men in our organization filling responsible positions have to do a certain amount of writing." "Between twelve and fifteen per cent of those who apply for positions are rejected because they cannot write legibly. Between fifteen and twenty per cent of the people that we employ are good penmen."

## Thursday

Thursday was spent in visiting the schools in Oak Park, a beautiful suburb of Chicago, where Miss Alma E. Dorst is supervisor. Miss Dorst had planned every detail for the convenience of those who visited the schools, busses taking them to the schools, and lunch being served at the school buildings. The classes were carrying on their usual work, so that visitors saw how the pupils were applying writing in other subjects, as well as how the formal writing lesson was taught.

## The Banquet

The teachers of Pittsburg had written splendid songs, which were sung under the direction of Mr. Tom Sawyer. Then President Strobell as Toastmaster called on various shrinking violets to parade the "treasures of their minds" for the edification of the diners. From the samples displayed we would conclude that supervisors have minds quite as capable as those of any other group.

## Friday

Miss Mamie Eppler, Supervisor of Penmanship, Fort Worth, Texas, discussed "Applied Writing in Junior High Schools." Miss Eppler has developed several devices which make the pupils want to improve their writing, and which therefore make it possible for the teachers and supervisors to secure good results. (Some of us in less fortunate cities would think we were happy if we could have any attention at all paid to writing in Junior High Schools.)

Dr. Paul V. West, of the School of Education, New York University, discussed "The Penmanship Supervisor as a Leader of Research." His address was eminently practical, first outlining the information which a supervisor who is to engage in research should possess, then the attitudes which are especially pertinent to the research worker, and then suggesting some of the more significant problems which penmanship supervisors are especially equipped to solve. It is to be hoped that the Association will proceed in accordance with his last suggestion: "A thorough-going execution of a research program such as is here suggested in which at least a majority of handwriting supervisors are engaged would call for the establishment of a central bureau of rec-

(Continued on Page 29.)



## C. A. FAUST

[In reply to a letter asking for pen work and information regarding himself for our Old-Time Penmen's Contest, we received the following interesting material from C. A. Faust:]

"I was born on a farm, 3 miles from Meadville, Pa., Oct. 8, 1860. At the age of 13 I moved to Spring Valley, Minn. Began the practice of Muscular Movement in a hardware store, blacking stoves and sorting rags, where I found a Gaskell Magazine and seeing the "before and after taking lessons" of Madarasz, Dennis and others, I decided to try my hand. Ordering a copy of Gaskell's Compendium I began my "ink slinging" career. I soon had a craving to execute the "Spreading Eagle, Bounding Stag" etc., and I did "execute" them. I surely "killed them." Have wondered many times how the ragman, who sold this magazine would feel if he knew what a store of knowledge he sold for a penny a pound.



C. A. FAUST

Knowles & Maxim's Book of Flourishing was next. This book did more to make me "renowned"? than anything, for I believe every inhabitant in our little "berg" had one of Charles Faust's wonderful drawings. "Drawings," you will notice, they were called. They surely were "drawn" and in colors. These colored inks were given as a premium with the book.

The hardware business did not offer me an opportunity to get the schooling that up to this time I had not been able to get. I had only one term when on the farm. Evidently I was not a success as a student for one of the neighbor boys wrote:

"The moment I saw my name written in your unimitable style, my mind wondered back to the days over half a century ago when we attended Brawley School, Randolph Township, Crawford County, Pa. Well do I remember when you used to take your place at the foot of the spelling class, evidently knowing that you were sure to get there."

I engaged in the printing profession, serving as "devil". While in the printing office a neighbor boy and I

put up a telegraph line and learned to telegraph. I accepted a position as night operator for C. M. & P. at \$50 per.

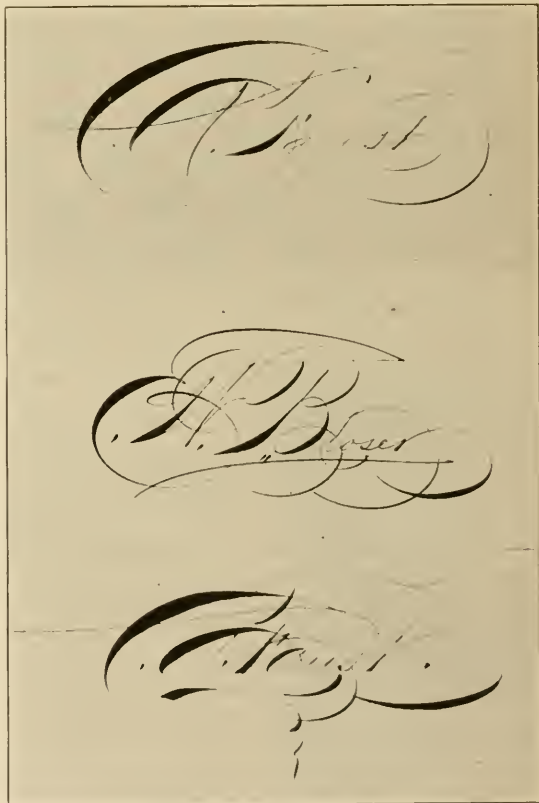
While putting in the weary nights in the Telegraph Office, I kept Gaskell's Compendium "humming" to the extent that the Company refused to honor the agent's requisition for an increased supply of stationery.

In 1883 I became head assistant bookkeeper in the Treasurer's Office of the C. R. I. & P. Ry. at Chicago, on account of my lettering.

I soon learned that my one term schooling at a rural school and one term at Spring Valley (by the way my seat mate during this term, was none other than Richard W. Sears, of Sears Roebuck & Company) were not sufficient. The Business College "Bee" got into my bonnet after I had received one of those wonderful catalogs addressed in the "Bounding Stag" style. In October, 1888, I entered

the Brown's Peoria Business College, where I addressed catalogs for tuition. I soon learned that my style of writing was not suitable for business, so I began the practice of a style advocated by Mr. Brown. I must have made progress for he made me an offer to take charge of the Penmanship Class in his Jacksonville School, being vacated by W. D. Shonwalter. The wonderful possibilities in the Business College field were too great to be ignored, so I consented to tackle the job. In order to prepare for the position, I was assigned the teaching of night class in the Peoria School, G. E. Nettleton, then principal, to be my critic.

At this time the God of Fate stepped in. I received an announcement of the meeting of the Western Penmen's Association to be held in Davenport, Iowa. Such men as J. M. Mehan, Chandler H. Peirce, "the electric" (Continued on Page 32.)



The above signatures were written by C. A. Faust, the veteran penman and publisher. You will agree that Mr. Faust swings a very skillful pen for a man of his age.





## MENTAL MEANDERINGS

By CARL MARSHALL, Route 1, Box 32, Tujunga, Calif.

Again we note the passing of a brilliant star from the educational skies. During the two decades following the organization of the Federation of N. Ferris Commercial Educators at Chicago in December, 1895, no program of its meetings was complete that did not bear the name of W. N. Ferris of Ferris Institute at Big Rapids, Michigan. And no one of all the many bright men and women who entertained and instructed us during these years, was surer of a packed auditorium than was this vivid man from the Wolverine State.

There were many salient angles to the mental make-up of this rare man who has just left us. He was a thorough man in all educational essentials and a ready, witty and convincing speaker, but he was neither a scholar nor an orator in the pre-eminent sense. Neither was he a great educator and he would not want me to write that he was. But he was more than

any of these; he was a great teacher, and I think it was because he was so saturated with sense and truth in the things of the schoolroom, that he drew all of us to him as he did.

But interesting and convincing as he was on the convention platform, he was even more interesting in the classroom. I would rather hear Mr. Ferris conduct a class in arithmetic than to be present at any theater or concert or lecture that I ever attended. Those of you who have been his pupils or have seen him in action before a class will understand this. Others hardly can.

It was about thirty years ago that I first met him. Unknown to me, he had been complimenting me by reading some of the things I had been writing for a little periodical that I was conducting at the time in Battle Creek, Michigan. "Learning by Doing" it was called; a few of you may remember it. One day the mail brought me an invitation from Mr. Ferris to come up to Big Rapids and give a few talks on education to his students, at that time numbering some five or six hundred. During my stay, I was entertained in the Ferris home. At that time, Mrs. Ferris, who had been a classmate of her future husband at Dr. Sheldon's famous Normal School at Oswego, N. Y., was also teaching in their Institute at Big Rapids. I remember that there was a portrait of Dr. Sheldon hanging over Mr. Ferris' desk at the school, and he told me that he never entered his

office in the morning without glancing up at the portrait and greeting it audibly: "Good morning, Dr. Sheldon."

During that interesting week, I had a fair opportunity of studying Mr. Ferris as a teacher, and seeing for myself, just how it happens that the little private school of a dozen or so of pupils that he had started in a vacant room over a local grocery store a dozen years before, had, without financial aid or other "pull", become the largest private school in Michigan, adequately housed on a beautiful and ample site, and the pride of everybody in the town.

Before retiring on the first night of my stay, my host said, as he showed me to my room: "Mr. Marshall, I shall be up and away in the morning, long before you will want to leave your roost, but Mrs. Ferris will entertain you at breakfast, and then you can come on up to the school whenever you feel like it."

"But, where will you be?" I answered, "Are you to be out of town for the day?"

"O, no, I have a class in debating, that I have to meet at seven o'clock in the morning, as that is the only hour we could find for it."

"But why can't I go along, or, perhaps, the function is strictly private," I added.

"O, not in the least, but you would hardly want to be routed out at six, and then walk a half-mile through the snow, with mighty little in the way of breakfast. You are not up here for punishment, you know."

"Neither the punishment. Call me at six and never mind the breakfast. I've been a duck-hunter in my time, and I want to see how you stalk the game."

And so, after a cup of coffee, toast and an egg, which the two of us prepared in the deserted kitchen, I found myself up in the school building before sunrise, and watching the arrival of the young debaters, a dozen or so of them, who were trudging through the snow from various quarters of the town. That class in debating, which Mr. Ferris conducted in his own inimitable way, was the beginning of a school program that lasted till around five P. M., and drew him to the classroom to hear at least a dozen recitations. I regret the lack of space that prevents me from telling you in detail more about that wonderful week, and the brilliant methods of the wonderful teacher. I have heard many platform educators talk in edifying fashion of the fine things that may be done in the schoolroom, only to learn later, that these fine talkers were very far from putting into their own

schoolroom work the lovely things they talked about. That was not W. N. Ferris. He actually did the things he talked of and did them better than he described them.

We have not heard very much from this fine friend of ours, (for that was what he really was), since he went into politics a dozen or so years ago. He had the distinction of being the only democrat that the rock-ribbed Republican state of Michigan has chosen to the governorship in sixty-eight years, the two terms of which followed by his election to the U. S. Senatorship on the same ticket later, sufficiently shows what the citizenry of his state thought of this schoolmaster. With them his fine personality was beyond partisanship. But I do not think that anything he did or could do as a political leader or officeholder, could equal his value as a teacher and exemplar of education. I once told him this, and he admitted that I might be right. Among the self-seeking and mediocre politicians of the present Senate, his fine and honest mentality would be, and was, about as much out of place as it would be in the Teamsters Union.

But Mr. Ferris' memory will continue to be fresh and vivid among those of us who knew him as a teacher and as a speaker at our conventions from which the dullest of us have drawn a heritage of ideas that, whether we realize it or not, will be a part of us so long as we shall live.

It is early evening on Easter Day, which comes, this year, at mid-April. I am looking through the open window of my cozy den on the second

floor of my comfortable ranch home. Before me, to the north and eastward, spreads a far-flung panorama of verdured mountain and bosky canon, with jutting peaks higher in the sky, and in the lower foreground, a riot of pink and white orchard more or less shut in by a tangle of blossoming shrubbery, native and exotic.

The scene and the warm, dreamy air, hold a temptation to give you yet ice-bound denizens of the East some "easy reading" about some of the things that make life so joyous out here.

It isn't all climate, let me assure you. Thanks to the unbalanced oneidealists, among us, the very inadequate and inaccurate impression has got abroad, that California is mostly climate. California would still be California, even were the climate as abominable as it is in Massachusetts or Michigan. There is something mystic in the land itself, just as there is in the amethyst fords of Norway, the oasis spotted sands of Araby, the South Sea Islands of Stevenson, the Arizona mesas, or the strange lure of the Arctic. It has been so from the beginning. The very name of our

(Continued on Page 32.)



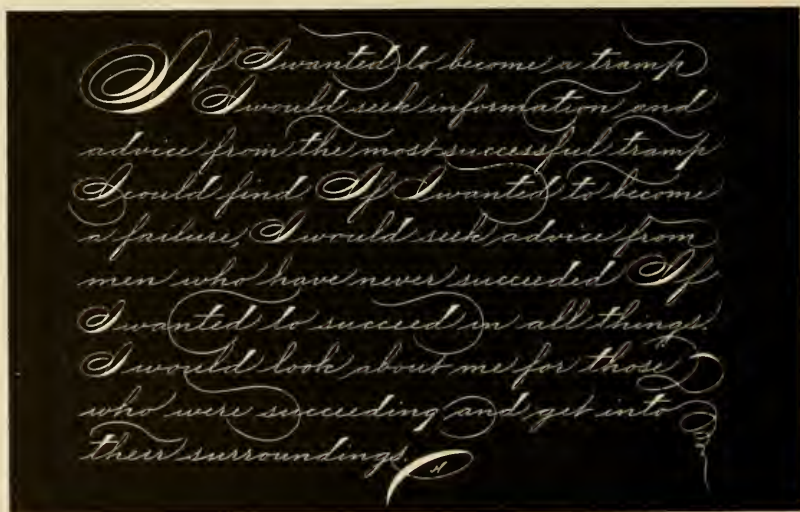


*The Zanerian is not only a school where one can acquire penmanship but is a Normal School as well. Moreover, it is a recognized Normal School. Are you a Zanerian? is a question that may be asked you nowadays by school superintendents in almost any part of our country. — A. P. Meub.*

A specimen of snappy business writing by A. P. Meub, Pasadena, Calif.

A B C D E F G H I J  
K L M N O P Q R S  
T U V W X Y Z

An Alphabet by O. G. Martz, Supervisor of Writing, Norwood, Ohio, who is preparing a course of lessons for the readers of the Business Educator.



A beautiful specimen of ornamental penmanship which appeared in the Lancaster, Pennsylvania, Business College catalog.



## OUR OLD LAD

By C. R. McCann,  
McCann School of Business,  
Hazelton, Pa.

The topic of this little article is a common expression heard in the Anthracite Coal Fields of Pennsylvania, when young persons refer to the paternal members of the family. No doubt, the expression came along from Ireland many years ago with the immigrant. To one who is not accustomed to the expression, it sounds most disrespectful but to others who hear it every day — nothing is ever said concerning it. Persons from the hard coal fields who may perchance read this little article, very little will be thought of it. The mother is called "old lady" and the daughter is just "our little lady" if she is younger and "our lady" if older than the speaker. The same is true of the boys.

One often wonders at the attitude of some of these old lads. They are of the same flesh and blood as the children and think what is good enough for the father is certainly good enough for the son. It is to be regretted so often that the father does not care a "tinker's continental" whether the boy amounts to anything in life just as long as the old lad has it soft and easy. The children run wild just like so many animals without supervision or training. Many of these old lads expect the teacher to train the children when they get old enough to go to school. Woe unto the teacher who tries to chastise the child for some infraction of the rules in school. Then it is a different story. The result is easily seen—the teacher just lets the child do as he pleases and soon we have a "young criminal" on our hands. Can you blame the teacher? Why should she be the "goat" for the entire "bringin' up" of the children? However, it is to be regretted that so many parents think that that is what the teachers are hired to do — train the child both in school and at home.

Then there are old lads who work while they are young and after the family has gotten to the "workin' papers" age decide to retire. This is the way they do it: Johnny gets a job in the great mill and soon Mary does the same. Before long there are four or five children working, having been taken out of school before they have finished the high school. "The old lad sits around all day smoking his pipe of clay and everybody works in our house but our old lad." There was one father who said that he did not intend to work so long as he had children to provide a living for him. He had quite a nice income and would not permit his children to even get an education in the Evening School. He had never had a Business Education himself and had gotten along all right, "raised" five children who were able to bring home every Saturday

night quite a nice sum of money, he could not see the idea of an education. Certainly he could not see it himself — he was only looking at his side of the question—the children could get along the best they knew how after he was dead and gone.

Soon the boys rebelled as they began to "step out with the girls" since ready cash is needed to "tote their gals" to the dance. If they cannot get it one way, there is the dishonest way of getting it and before long they were on the road to crime and disaster. Most of the boys left home at the first opportunity and forgot the old lad but very few forgot the old lady. To the boy who starts out in life with this handicap, my hat is off to him if he makes good. They can if they will only take the straight and true path of honesty and uprightness. The road will be hard and rough but, boys, it will save thousands of tears and broken hearts.

Once it came to my hearing of a man who had not worked in nineteen years. He had lived off the labors of his children. All he did was to help around the house until it was "nosed" about the village that he was too lazy to even hunt for a job. His wife had spoiled him by waiting upon his every whim and fancy until he thought it just had to be done for him. Some women do spoil their husbands in spite of themselves. It is not the old lad's fault sometimes. Well, the children all finally left the parental roof for just one reason and never did they go back. Some got as far from home as possible. The old lady finally died and the old man was taken to the Poor House as a guest of the County. He had not the slightest indication of the responsibilities of a father. He thought the silver dollar was all there was in this world. No, there are other things in this world besides money, yet we all need it to carry on business.

Here is another conception of the old lad. When the little lad is old enough to walk, he takes him out for a stroll explaining the beauties of nature and things of interest to the young mind. Soon questions by the score will be asked by the youthful prodigy but it does the old lad good to get a brushing up on some of the things that are a "wee bit dark" in his mind. In a few years the little lad is ready for Public School. One of the best things that we have in the great and grand old Union of ours, if things are not abused and the children used as martyrs to the cause of those in authority, is our Public School System. Nevertheless, we still have a few who think in terms of dollars and cents but they are gradually dying out and in a few years we will have peace and quiet in the Public Schools. The old lady bemoans the fact that Johnny is no longer a baby since he is going to school. The old lad sees to it that Johnny brings his books home from school and he himself helps him with the arduous

problems that confront Johnny. It is quite natural that the young lad plays games in the alley and before long is old enough to join the Boy Scouts or some other worthy organization where older heads control the emotions of the youth. The old lad plays baseball with them all and as he was a "has been" he could give plenty of coaching to the boys. Soon rivalry springs up and another organization is played and the spirit of conquest enters into the boy's mind and heart. Here is where the boy may be made or unmade so far as character is concerned. If the conquest is made in fair play all well and good but if the victory is made in unfairness then it is a hindrance to the boy. This is one of the good features of organized play and supervision. The boy is graduated from the High School and the old lad takes him to a good Business College to continue his education because he feels that he cannot afford a College Education and, too, he has seen so many who have gone to college and "graduated" utter failures. The boy goes through the different courses in Business School and in the meantime becomes an official in Boy Scouts, training other boys in the ways and methods he had received instruction. Later on he secures a position in a bank and all the time had stayed at home with his parents and he had plenty of girl friends whom he took home to his mother. The boy was promoted and when the "right girl came along" married, "built a nest for two" and settled down. The old lady died shortly thereafter and the old lad went to live with the "young lad."

There are old lads and there are old lads.

Miss Dorothy Ellis, this year commercial teacher in the Westport, Mass., High School, will teach the coming year in the High School at Everett, Mass.

Mr. Frank J. Smith, of Holyoke, Mass., is a new commercial teacher in the Worcester, Mass., Business Institute.

Mr. Russell Merritt, of Missoula, Mont., is to be a new commercial teacher in the Troy, Mont., High School, the coming year.

Miss N. Ruth Leader, for the last few years with the High School at Clarion, Iowa, will teach next year in the Waterloo, Iowa High School.

Miss Ruth Naish, now teaching in the Lyndonville, N. Y., High School, will teach the coming year in the Lansingburgh High School at Troy, N. Y.

Miss Margaret Carney of Cedar Rapids, Iowa, has recently been chosen to teach commercial work in the Carroll, Iowa, High School.

Miss Elizabeth Walton, now with the Lexington, Mass., High School, has been engaged for the coming year to teach secretarial subjects in Simmons College, Boston.



# LESSONS IN ORNAMENTAL PENMANSHIP FOR BEGINNERS

By L. M. KELCHNER, Seattle, Wash.

## INSTRUCTIONS

Copy 151. Make initial oval horizontal and bring lower turn of oval down close to base line so as to secure the proper length for the loop. Make oval round and full. Notice how the down stroke is curved for the stem. The heaviest part of shade should come just above crossing for the loop at base line. Make loop long and narrow. In order to make a narrow turn for loop it will be necessary to slacken your movement at extreme left of loop. In making the last two styles make a wide turn at top in starting the stem. Notice the different finishing strokes for the letters. Use a good free and easy movement with lots of stress on the word "easy". Don't make hard work of it.

Copy 152. Make the capital with a free movement. Watch spacing closely for the small letters. This is a good sentence to give you practice on the small "o", as it is used a number of times. Don't use more than one line for the sentence, and if you write a line a minute for your practice work, you are writing the ornamental style fast enough.

Write from twelve to fifteen lines before you change to another copy. Your best at all times. Remember careless and indifferent practice will make you a poorer penman instead of a better one.

151

254

L L L L L L L L

152

152. Locomotion on foot soon grows monotonous.

153

154

155

153 *S. Lewis* 154 *S. Loomis* 155 *S. Saurd*

Copy 153. Make the capitals before raising the pen. Don't let them lap. Make rather close spacing between small letters for the names.

Copy 154. Start with oval below the base line and see that the large connective ovals lap around loop. You should have no trouble in joining the three capitals.

Copy 155. Finish the initial oval with a compound curve and pause at angle at top. Notice the parallel lines that the large oval forms with top of letter. Make them fully as large as copy.

Copy 156. Only shade the stem stroke and have the heaviest part of shade to come down close to base line in all except the last style. You will notice that the stem is made for these letters. Entirely with the arm movement.

256

256 P P P P P P P P

157

Power is knowledge put in practice

258

159

260

158 159 160

P. P. Putnam P. P. Spencer

Copy 157. Arrange the spacing so that the sentence will just fill the line. Notice the small letters that I have shaded and avoid shading them heavier than copy.

Copy 158. Raise the pen after making first part. You can also raise it, if you wish, just as you finish each letter. Make oval small for starting last part at top. Don't write the small letter too large.

Copy 159. Finish each letter before raising the pen for this style. This is a difficult style for beginners at first. Watch parallel lines and use a free movement.

461

161 *B B B B B B B B*

162

162 Boasting is only begging for praise.

163.

164

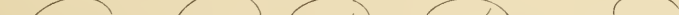
165

263. *P.P.P.* 264. *B.B.B. Bain.* 265. *P.P.P. Pennell.*

Copy 160. Work on the "L" in combination until you can make it the way it appears in copy. Then add the "P".

Work on these two letters until you can get them both before you; add the "S". This is the secret in learning to make combinations well. No one will get them just right the first time. You must study and watch the parallel lines closely; also that the letters balance nicely in shaded strokes and that you get as uniform spacing between shaded strokes as possible. Don't scatter your practice by working on too many combinations at first. Stick to one until you have thoroughly learned the combination and that you can make it quite well. Better spend one hour in learning and doing one, well, than to try a dozen without mastering any of them.

166

266  267 

167.

267  
Repetition gives confidence and skill.

168

169

170

168 169 170

King Rook B. N. L. allon

Copy 161. We have shaded two strokes in each letter. Notice how and where they are shaded. Make all ovals nice and round and use a good free movement. Do not use any finger movement in making the shaded strokes, a common fault with beginners at first.

Copy 162. If you wish to get your small letters well look closely after your spacing and slant. Fine smooth hair lines.

Copy 163. Make the three\*stems. Then start with letter at right and swing back to left in making the last part of the letters.

Copy 164. Raise the pen on first part of each letter. Notice how the loop laps on top part of letter.

Copy 165. Follow instructions given for Copy 160 in all combination work. See how near you can keep them the same in height and slant.

Copy 166. Have the little loop lap around the stem in all the different styles.

Copy 167. Just one line for the sentence. Just fast enough on the small letter to insure smooth, fine hair lines.

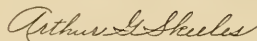
Copy 168. Notice how large oval laps around small oval.

Copy 169. Study these exercises carefully and critically before you attempt to make them. Then strike out with a good free movement.

Copy 170. Former instructions for combinations is all that is necessary.



## Side Lights of Penmanship History



Supervisor of Handwriting, Columbus, Ohio.

### CARSTAIRS AND LEWIS

Mr. J. Carstairs may have a good opinion of himself, as indicated by a quotation in a previous article; but at least one of his contemporaries did not share it.

"With what pity and contempt have I witnessed the proceedings of unprincipled upstarts; and, especially, of one who has pilfered from my works more extensively than any other of his fraternity. The delusion and falsehood which practice has made familiar in his 'school for scandal' will show to what absurd and paltry subterfuges this 'teacher,' who, by a sort of centrifugal impetus, has leaped from the 'shop-board' into the 'teaching-room.'" Thus James Henry Lewis, in "The Royal Lewisian System of Penmanship, or New Method of Rapid Writing." That he means Mr. Carstairs, although he does not mention his name on the page from which the above is quoted, is clear from the reference, "has leaped from the 'shop-board' into the 'teaching-room.'" For in an affidavit published in the same book, sworn to before Matthew Wood, Mayor of London, April 29, 1816, Mr. Lewis makes the assertion that at the time Mr. Carstairs first took lessons from a pupil of Mr. Lewis' Mr. Carstairs was "carrying on the business of a tailor."

In this affidavit, and in two others which are also published, all dated 1816, the name of Joseph Carstairs frequently appears. Mr. Hewson Clarke says that he wrote for Mr. Carstairs his text, first called "A New System of Teaching the Art of Writing," and later published under the name, "Lectures on the Art of Writing." Mr. Clarke says that in the first edition of the work Mr. Carstairs printed on the back of the title-page these words: "J. Carstairs feels it his duty to acknowledge his obligations for the remarks and assistance of Mr. Clarke." On the publication of the second and following editions, this acknowledgment was omitted.

Mr. James Mowat in his affidavit affirms that it was from him that Mr. Carstairs secured his first knowledge of the "new method of teaching writing." Mr. Mowat says that he himself was formerly a writing-master in Edinburgh, and there became acquainted with a person named Charles Lister, who was an itinerant teacher of a system of writing, which he professed to be entirely new, and superior to the common method, which method I was then in the habit of teaching." Mr. Lister acknowledged his indebtedness to Mr. Lewis—which is the purpose of the affidavit; to prove that Lewis, and not Carstairs

was the originator of the free-arm movement in writing.

This point seems to have been a sore one with Mr. Lewis. His book contains 110 folio pages (plates not numbered) and of these 78 are taken up by the Preface, the affidavits mentioned above, "An Historical Sketch of The Invention and Progress of Writing, and 'A Brief Account of the New Method of Writing.'" Other pages are devoted to directions for making and mending quill pens (with interesting illustrations), and other matters, leaving only 23 pages (plus 16 pages of script cuts) of instructions in writing.

From the evidence of the two books before me, it would seem that Mr. Carstairs probably did borrow many of his ideas from Mr. Lewis. Mr. Lewis says, "To attain a good mercantile style of writing, it will, therefore, be necessary that the right arm be perfectly at liberty, so that the writer may be enabled to move the pen in every direction with equal ease and facility." He also says "that the tip of the holder may always point to the right shoulder." Mr. Lewis states that he began to use the method of writing by moving the whole arm in 1801; that the first public announcement was made by him on February 2, 1803; and that it was first published in 1806, under the title, "The Flying Pen, or New and Universal Method of Teaching the Art of Writing by a System of Lines and Angles."

Carstairs seems to have added to the copies three new elements—the retraced oval exercises, the writing of words in vertical columns, joining each word to that following, and the writing of a word a number of times in various positions on the page, without raising the pen.

Neither Lewis nor Carstairs gave much attention to the capital letters. Lewis says, "In making the capitals, due regard must be had to the pressure on the pen, in order to produce those rapid transitions from fine to thick strokes, and that beautiful off-hand plumpness, which gives a more masterly grace to a piece of writing than all the precise daubing and patching within the compass of invention." But on the next page he says, "It must be particularly observed that all capital letters, and every part or section thereof, must be formed by the action of the thumb and fingers, without any motion whatever of the hand or arm." But if the capital letters are to be formed by the action of the thumb and fingers, how is that "beautiful off-hand plumpness" to be secured?

It is dangerous to make ourselves

out too skillful, or our competitors too base and brainless. Lewis does not help his case by the following paragraph, which is typical of whole pages in his "preface." "Though I am well aware of the various stratagems which persons of the lowest intellect, from the most selfish motives, have, for many years, practiced against me, yet I have endeavored to return them 'good for evil' by exemplary patience and forbearance; hoping that truth and equity would, at length, convince them of the baseness of their conduct; but, finding that my forbearance is of no avail, I am determined to act a more decided part; and, in the future, I will take every opportunity of exposing those tricks by which the unsuspicious are too frequently allured; and I will avail myself of all just and honourable means of protecting my own property from the deprivations of those pretenders of literature—the puffing 'professors!'!" (The three exclamation points are in the original.)

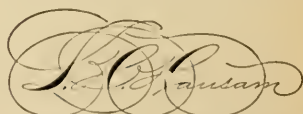
It must have been a friend of Mr. Lewis'—it is too much to suppose that it could have been Lewis himself—who wrote in Carstairs book, besides a paragraph telling of the great results of his method (as told last month) the words, "puff, puff."

The Chicago office of the Gregg Publishing Company has moved into the new building located at the southwest corner of Twenty-fifth street and Prairie Avenue, where they have larger quarters, well located, and where they have facilities to serve the public still more efficiently than in the past.

Miss Anne Corcoran is a new commercial teacher in the High School at Omak, Wash.

**THE HAUSAM SYSTEM OF PLAIN PENMANSHIP, COMPLETE**, is the most thorough treatise on the Pedagogy of Plain Penmanship published. It is cloth bound, 6 x 9 inches; contains more than 300 pages; nearly 400 illustrations; more than 200 questions and answers on Pedagogy, Position, Movement, Capitals, Small Letters, Numerals, and a complete course of 140 lessons in Plain Penmanship. All copies ordered by April 1, 1928 will be beautifully inscribed with the names of the purchaser and author. Price .....\$3.50

**THE HAUSAM SYSTEM OF PENMANSHIP** has been re-adopted the third time for all the schools of Kansas. Beautifully illustrated. Catalog free.



Box 558A

Emporia, Kansas





## Is Your Mail In The Dead Letter Office

(This is a summary of an address before the Handwriting Section of the Wisconsin State Teachers' Convention last fall, made by Mr. Joseph L. Riley of the Educational Bureau of Postal Service at Milwaukee. We are reprinting the article by permission of the Wisconsin Journal of Education. The illustrations were prepared by the well-known penman and teacher, Mr. Thomas C. Sawyer of Madison. In connection with the article Mr. Sawyer has pointed out to the teachers of Wisconsin that the findings of the postmaster of a large city ought to serve to impress the fact that more diagnostic and remedial work should be given to pupils in order to prevent a continuance of careless, illegible writing in addressing mail or in doing any written work intended to be read and understood by others.)

Are we really conscious of how dependent our present form of society is on the mails? Imagine a sudden cessation of the postal functions—a sudden lack of material communication—no letters, bills, checks, orders—to keep our far-reaching and complicated business and social machinations alive. There would be the telephone, telegraph and radio, but nothing material. The written form of communication is part of the very lifeblood of civilization. But our so-called higher civilization often becomes indifferent and neglectful of this fact. As a student of handwriting, one is moved to wonder at times what really enables the Postal Service to make correct delivery. Our forefathers were content to wait hours for the next horse-car. Some now swear angrily at the delay if they happen to miss the next compartment of a revolving door! We often strip our mail-addressing activities down to barest necessities. Without realizing it, our efforts for brevity err on the side of incompleteness, and our letters "gang aft astray."

Sorting of mail is done in the Milwaukee post office at a speed rate of about 40 letters a minute. About 50 per cent of addresses are typewritten. To scan 20 or more different handwritings each minute means 1200 per hour—9600 per day. Postal service people cannot qualify as handwriting experts, but they can tell you from a handwriting standpoint, why over 25,000,000 letters go to the dead letter office each year!

The names of states suffer most. A few illustrations follow:

Note the similarity in "a" and "o"—both look practically alike. This one instance alone has become such a serious matter that the Post Office Department insists

*Cal. Cal. Mo. Mo.*  
Cal. Cal. Mo. Mo.  
(California) (Colorado) (Maine) (Missouri)

that "California" be abbreviated "Calif." and "Colorado," if abbreviations are resorted to at all.

A final "e", made hurriedly with a faulty upward stroke, looks too much like an "o".

Consider the similarity of "Ind." for Indiana, and "Md." for Maryland. Over 50 per cent of our business people would, and do, write these abbreviations in this confusing style.

*Md. Md.*  
Ind. Md.  
(Indiana) (Maryland)

"Va." for Virginia, "Pa." for Pennsylvania, "Ia." for Iowa, "Ga." for Georgia, and "La." for Louisiana. One guess is as good as another in sorting mail.

*Va. Pa. Ia. Ga. La.*  
Va. Pa. Ia. Ga. La.  
(Virginia) (Pennsylvania) (Iowa) (Georgia) (Louisiana)

"Minn." for Minnesota, "Miss." for Mississippi, and "Mass." for Massachusetts. Malformation of these is probably not encountered as often as some of the others, but nevertheless often enough to make trouble.

*Minn Min Mass*  
Minn Miss. Mass  
(Minnesota) (Mississippi) (Massachusetts)

"Why is a state name so important? Everybody ought to know, for instance that Chicago is in Illinois." True, but unfortunately the names of the various cities are not copyrighted. There is actually another Chicago in Kentucky. There are four Milwaukeees, 32 Franklins, 26 Madisons, 26 Manchesters, 27 Marions, 14 Montgomeries, 13 Newarks, 11 New Havens, 14 Nashvilles in the United States Postal Guide. Even Oshkosh and Green Bay are duplicated. In fact, of the 52,000 post offices in the United States, less than half own their own names. You can readily see how important it is to write plainly if you want your letter to go to Oxford, Maryland, instead of Oxford, Indiana.

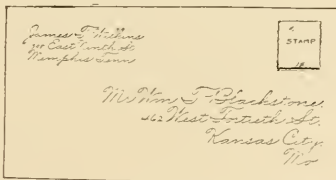
Care should be taken to avoid careless finishing strokes in writing city names. Endings like "ton," "son," "town," "bush," "briar," "ville," "wick," "fort," "port," "burg," etc. are hard to tell apart, when not distinctly formed, and yet how much they mean to postal employees in sending letters to correct destinations! Notice:

*Greenbush Wilton*  
Greenbush Wilton  
Greenbriar Wilton

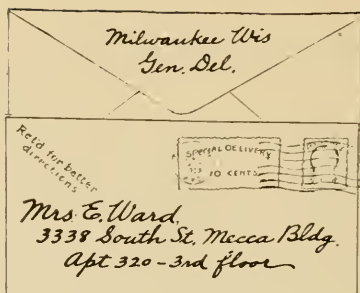
Mail sorters, working at the rate of 40 a minute, could really be excused for mistaking one for the other.

These two names occur in our own state, and are frequently confused, especially if an automatically crossed "t" is used in the latter.

In addressing mail, the safe rule is to take nothing for granted, either in detail or position. Here is a model address:



Include all these details: (1) Full return address in the upper left hand corner, (2) the complete name of the addressee at least 1½ inches from the top of the letter and near the middle, (3) then the correct street and number—don't guess, and (4) finally, the state. Keep them in this relative standard position, because no postal employee has time to read all of an address; making it as easy as possible for him to find the part he is looking for.



All instructors should help pupils realize the need of careful, deliberate addressing of mail. It will help the Postal Service in its efficiency, and put the Dead Letter Office out of business.

A letter from Italy

Milwaukee  
Italian  
P.O. address  
For this pen  
Milwaukee  
What's Your Guess?

Normal School,

(Valparaiso, Ind., 14, '87.

Friend Ames,

In answer to your recent communication in regard to a good penman for a position in Tennessee, I will say that our stock of penmanship graduates is just at present entirely exhausted, but we shall have another crop ready for the harvest in a short time.

Yours,  
E. K. Isaacs

To the old timers in the penmanship profession the name E. K. Isaacs stands out in their minds very prominently, for Isaacs was one of the most active men in the business at one time. He was connected with the Normal School in Valparaiso, Ind., and edited a creditable magazine on penmanship.

Mr. Isaacs was a very familiar figure at conventions and was a prominent speaker and a shrewd, brainy man as well as a very skillful penman.

On account of ill health he went to California, where he got into the Business College work. He conducted the school which is known as the Woodbury College, Los Angeles, Calif., now conducted by R. H. Whitten. Mr. Isaacs died about a year ago.

# DESIGNING & ENGROSSING

By E. L. Brown  
Rockland, Me.

Send self-addressed postal for criticism,  
and stamps for return specimens

Rustic style of lettering is quite effective and not difficult, although uniform size and spacing must be observed; outlines should be irregular and broken. Penwork for reproduction should be made on a scale from, one-third to one-half larger than the

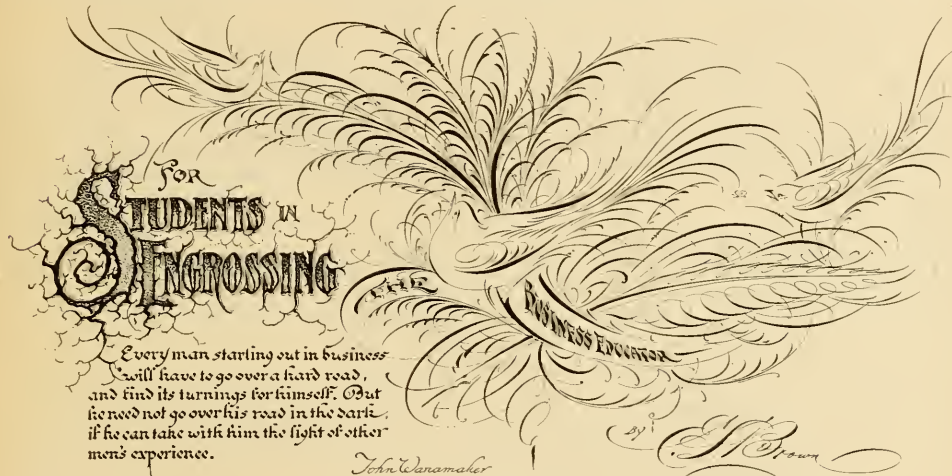
desired printing plate for best results. The original of the design herewith measures 12 x 20 inches. The flourishing is given as an exercise to attain command of the pen in offhand work, and it will serve, we believe, as an interesting study in line and color. However, we shall not attempt to say that "bird" flourishing means much to the engrosser of today beyond its value as an exercise for developing proficiency in offhand penwork for diplomas and engrossed resolutions.

First make a rough sketch of rustic lettering giving special attention to the spacing. This is a simple and effective style in line and stipple, and

can be used with good effect for prominent words on resolutions, like "Resolved," "Whereas", etc.

Use Zanerian ink. Outline with a No. 2½ lettering pen and finish with a Gillott No. 170 pen. Make the outline heavy, branches irregular and broken. Rule lines to govern height of letters, (Engrossing Text), and "block in" the lines very roughly to find approximate space the lettering will occupy. Letter free-hand with a No. 2½ pen, aiming for regularity of size and spacing. Finish with a common pen.

Send us some of your work for criticism and suggestions.



Every man starting out in business  
will have to go over a hard road,  
and find its turnings for himself. But  
he need not go over his road in the dark,  
if he can take with him the light of other  
men's experience.

*John Wanamaker*

## THE N. A. P. T. S.

(Continued from Page 19.)

ord \*\*\* to supervise research \*\*\* and collect and distribute the results of research that has been carried on, either by the supervisors themselves or by other agencies."

Miss Ema Virginia Prusha, Supervisor of Penmanship, Virginia, Minnesota, illustrated her topic, "The Service of Good Penmanship," with this quotation from President John Quincy Adams: "Good penmanship is to business what fragrance is to flowers, or what courtesy is to manhood. Some flowers bloom without fragrance; some people exist without courtesy. Good Penmanship is a tendency toward perfection."

Miss Olive A. Mellon, Supervisor of Writing, Atlantic City, N. J., in answer to the question, "What books, magazines and research services are available for teachers and supervisors of penmanship?" presented a ten-page bibliography which had been mimeographed so that each member present could have a copy. Miss Mel-

lon did a splendid piece of research work herself in preparing this list. It is to be hoped that it will be published in the annual report.

Miss Myrta L. Ely, Supervisor of Handwriting, St. Paul, Minnesota, told "How the Co-operation of Teachers of Other Subjects in Platoon Schools can be secured by the Supervisor of Handwriting." She uses four avenues: 1. By providing means for enlightening these teachers. (She could not have known what Dr. Bobbitt was going to say, but this fits in exactly with his view of the work of the scientific supervisor.) 2. By seeking correlation of all subjects through the cooperation of the Supervisors of other departments. 3. By helping the Superintendent to supply each school with a well-prepared, wide-awake special teacher of Handwriting, who, because of her personality and efficiency commands the respect of both teachers and pupils in her work. 4. By encouraging principals and special teachers to work out schemes for "carry-over" which may be especially adapted to the

needs of their school.

Under the fourth heading Miss Ely presented for inspection a number of samples of pupils' work, showing plans worked out by the various principals to improve the writing in their schools.

The session closed with a business meeting.

Mr. Joseph P. Matthews, of New York City, has been added to the faculty of The Le Master Institute, Asbury Park, N. J. He is an alumnus of New York University and holds the degree of Bachelor or Commercial Science. He will teach in both the Schools of Business Administration and Secretarial Science.

## A NEW BUILDING

Beacom College, Wilmington, Delaware, is to erect a new building, at a cost of \$125,000, to be used entirely by the college. The proprietors are planning to have the building complete by the time of the mid-winter term in January.

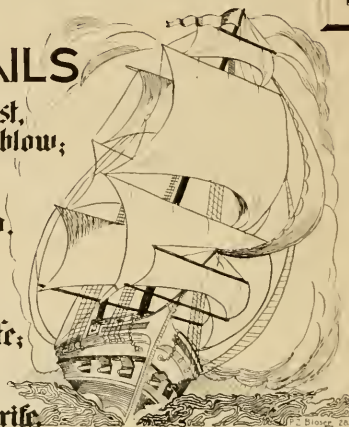
We congratulate the proprietors of this school in this forward movement and wish them continued success.



# THE SET O' THE SAILS

One ship drives east, another west,  
With the self-same winds that blow;  
'Tis the set of the sails,  
And not the gales,  
Which decides the way we go.

Like the winds of the sea,  
Are the wings of fate,  
As we voyage along thru life,  
'Tis the Will of the soul  
That decides the goal,  
And not the calm or the strife.



By Parker Zaner Blosser

*Fascinating Pen Flourishing, a book that  
should be in the library of every person in-  
terested in beautiful pen work.*

Written by Velma Lynn, a student in the Zanerian College of Penmanship, Columbus, Ohio

Miss Nellie M. Convy, recently with the High School at Duluth, Minn., is now teaching in the County High School, Casper, Wyo.

Miss Lucy M. Bartholomew, for several years commercial teacher in the Medina, N. Y., High School, will teach, the coming year, in the High School at Hempstead, Long Island.

The Misses Marion Hebert, Greenfield, Mass., Norma Sheinfine, Springfield, Mass., and Muriel Smith, Denysville, Maine, are new teachers in the Heffley School, Brooklyn, N. Y.

## SETS HIGH GOAL

Becker College, Worcester, Mass., last year awarded 29 Zaner-Bloser Penmanship Certificates to their pupils at their Commencement Exercises before an audience of about 2,000 people. This so aroused the students that they are now working to secure 100.

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John Robert Gregg, author of the shorthand system bearing his name, sailed for Europe, Saturday, April 28, on the Olympic to be in England for the Fortieth Anniversary celebration of the first publication of the system. The National Gregg Association of Great Britain is planning a big convention and demonstration at Liverpool where a fitting tribute will be paid to the author. Mr. Gregg will visit some of his 33 schools throughout the British Isles and is scheduled to speak before several commercial education associations.

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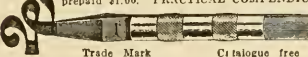
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## MENTAL MEANDERINGS

(Continued from Page 21.)

state, (which has no discoverable etymology) was born in Romance. Cabrillo felt the mystic pull of it when he pointed his prow along our beautiful coast in 1542. So felt the Spanish Frascos and the plumed cavaliers when they came later to occupy the sun-bathed valleys. And it was probably the tang of strange adventure quite as much as the gross lure of gold that brought the Argonauts. If you would understand it, read "The Luck of Roaring Camp," or buy a copy of our good grey poet of the Sierras, Joaquin Miller. Listen to him describe one of our mountain brooks, any of them that babble down the slope right under my window would do:

"It curved, it bent like Indian bow,  
Then, like an arrow darted through;  
Its waters ran so cool, so sweet,  
It wound its way about your heart  
At through the grasses at your feet."

Yet climate does contribute its share to the mystery of California. Especially, to those of us who grew up where Nature's beauty season is barely a half dozen fortnights long, with dour or brazen skies the rest of the time. In Kansas, where I was bred, the mid-April skies were yet overcast, and the prairies sere and dull. Only the sheltered wild gooseberries, down along the creek bottoms showed a touch of green, and we kids were lucky if we could find an early white adder tongue, or a wild flower. But here! The youngsters in my little school have already listed on this year's floral calendar, more than a hundred different kinds of blossoms. I could gather at least three dozen kinds each morning as I cover the mile of trail between the Ranch and my schoolhouse. For two weeks or more, the little school gardeners have been eating radishes and young onions from their private tracts, and the strawberries they will be eating around May 1, are already as big as filberts.

Today, the whole neighborhood, sixty or more, foregathered at the schoolhouse, and staged a picnic out in the open, in the shade of the big firs, with the thermometer above seventy in the shade. And doubtless Bro. Gaylord, in Beverly, is still feeding costly hard coal to his furnace and wondering if it will get warm enough for the icicles to drop from his eaves.

Do you wonder that I choose to stay up here in these northland mountains, where the Tropics linger all the year above the fortieth parallel? Of course, my official home, as you can see from the heading of this page, is down in Tujunga, in the warm, and, to me, rather vivid Orange Belt, but it is now five years since I began teaching in these alluring mountains, going south only often enough to hold my residence, and preserve membership in my Tribe. I am not knocking the Southland, with its palms and oranges and movie flappers, but if you should ever come up here, I think you will agree with me that the real soul of California, is among these sea-girt mountains of the North Coast. Don't let yourselves die, please, without seeing them.

C. A. FAUST

(Continued from Page 20.)

trig light of the West" Kinsley, Curtiss, Behrensmeyer, Palmer and many others, none of whom I had ever heard of before, were to be there and tell how writing should be taught. I figured it would be an opportunity of a life time to get the finishing touches needed to tackle my new job and believe me, I did get pointers.

Many pointers received at that meeting, I use to this day. This first meeting was a wonderful help to me and I have not missed a meeting since 1888.

I guess I made good at Jacksonville for Mr. Brown purchased the Decatur Business College, forming the "triangle" and sent me there to take charge of Penmanship and Bookkeeping. That year he bought the Galesburg School and maned it with Mr. C. C. Gilliland, Principal; Mrs. C. A. Faust, Principal of Shorthand Department; Miss Jennie Patton and Yours truly. By the way, while in Peoria, the teacher of Shorthand, Miss Mary E. Reynolds, the best woman and teacher ever known, took a liking to me and in 1890, August 14, we were married in Philadelphia.

In 1893 I accepted a position at the Columbian Exposition to engrave certificates. Continued at the Fair Grounds, lettering cards placed upon the exhibits until the Fall of 1894, when I engaged with Chicago Business College. That year the Western Penmen's Association held their meeting in Lincoln, Nebr. I attended and succeeded in bringing the 1895 meeting to Chicago. At the 1895 meeting the National Commercial Teachers' Federation was formed.

I remained with the Chicago Business College until 1899 when W. I. Tinus and I formed the Auto Pen and Ink Mfg. Co.

While traveling on the road in the interests of our Company, Mr. Palmer arranged for me to handle his method, with whom I remained until 1906, traveling from Missouri to Maine.

After my experience in the Busi-

ness College field where good writing has been taught successfully, I decided to get out a system of writing, such as is generally used in the Business Colleges, and in 1906, compiled the Faust Method of Muscular Movement Writing. The system proved a success from the start.

In 1907, I purchased Mr. Tinus' interest in the Auto Pen & Ink Mfg. Company. I have not made any special effort to expand for employing a large force of help, would mean more work and worry.

Fifteen years ago I accepted a position as teacher of writing in the Lane Technical Evening High School and have held that position continuously since.

My system is listed for use in the Junior High Schools of Chicago and is adopted in several. I look after the supervision of the writing in them, during my spare time.

Have kept up my interest in the National Commercial Teachers' Federation and the 1927 meeting at Kansas City, marked my 38th consecutive attendance and 31 years as Treasurer.

Was elected President of the Penmanship Section of the Federation for 1900.

During my penmanship career, I have invented aids to assist in securing correct position and movement, namely: Myograph, Adjuster, Adjustograph, Stencilgraph, Position Desk Chart, Alphabet Cards and Stencils, Guide Sheets, Practice Paper, Special and Border Automatic Pens and Automatic Pen Fountain Attachment. Am author of the Faust's Compendium of Automatic Shading Pen Lettering and Designs, Faust's Complete Cardwriter, Faust's 75 Alphabets and the Faust Method of Muscular Movement Writing.

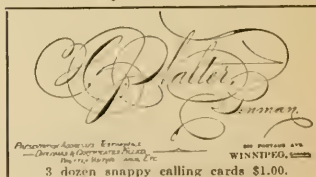
Mr. Dewey S. Herrold, Teacher in the Selingsgrove, Pa., Public Schools has been awarded a Zaner Professional Certificate in business penmanship.

Mr. Herrold attended the Zanerian six weeks summer school in 1927. Mr. Herrold is a young man of considerable skill and we predict a very good penmanship future for him.

Helen F. Lamb, a prominent woman in commercial education and who is President of the Lamb Business Training School in Brooklyn, New York, has sailed for Italy with a copy of Gregg Shorthand adapted to the Italian language to present to Benito Mussolini. Miss Lamb will make investigations of commercial education while in Italy.



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## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**Practical Selling**, by O. J. McClure, Founder of the McClure Method of Salesmanship Education. Published by O. J. McClure, 400 Deming Place, Chicago, Ill. Cloth cover, 319 pages.

Practical experience is the basis for this book. That there should be need for a volume in which Salesmanship experience is set forth in orderly sequence, and the fundamentals clearly expounded, is not strange.

The purpose of this book is to be of actual practical aid to salesmen and firms in which they are employed, by bringing about more comprehensive thinking on the subject. This is done when the lessons hidden in experience are revealed and explained, but these lessons need to be presented in systematic order. How the sequence of the book has been arranged, and the reasons therefore, are explained in the chapter entitled, "Organizing the Subject for Practical Thinking."

What this book contains is as applicable to women as to men, and its appeal to the feminine worker need not be lessened by its masculine nouns and pronouns. As a salesperson, a woman has precisely the same fundamental problems as a man, and she will find here the same food for thought as her masculine contemporary.

A mere reading of this book will be helpful, but careful study of it will yield greater results. But the maximum benefits will come to those who not only study it thoroughly but write out the answers to the questions at the end of each chapter, then re-study the book and re-answer the questions at least once a year. These questions have been arranged for the intelligent and orderly unfoldment of the subject.

**Selling Policies**, by Paul D. Converse, Associate Professor of Business Organization and Operation, College of Commerce and Business Administration, University of Illinois. Published by Prentice-Hall, Inc., 70 Fifth Ave., New York City, N. Y. Cloth cover, 706 pages.

This book presents a broad, detailed discussion of selling policies based upon present-day practices. It outlines sound business policies that relate to—sale of the product—market research, production and consumer demand—price—advertising—distribution—purchasing—credit and installment merchandising—the use of salesmen, and other subjects.

Examples of business policies that are today actually employed in the successful organizations founded by Henry Ford, John H. Patterson, Andrew Carnegie, John Wanamaker, and others are included.

**English in Business**, by Dudley Miles, Ph.D., Vice - Principal, Evander Childs High School, New York City, Instructor in Business English, New York Chapter, American Institute of Banking. Published by the Ronald Press Company, New York. Cloth cover, 441 pages.

This book is for students who are going into active life. It contains the fundamentals of good writing for any purpose whatever. It will meet the needs of general high schools that wish to make their

courses in composition practical and particularly effective. It will also meet the needs of those commercial high schools that train exclusively for a business career. It should prove useful in all continuation and corporation schools that give training to those who have gone to work before securing a high school diploma. In short, it is designed to meet the needs of all secondary schools that pursue the larger aims of business education.

The language is directed to the pupil rather than the teacher. Its diction is simple. Its explanations of rules and principles are easily understood. The exercises not only represent the problems arising in actual business but have been adapted to arouse the interest of high school pupils. It will be found an unusually teachable book.

**Analysis of Financial Statements**, by H. G. Guthmann, M. B. A., C. P. A. Published by Prentice-Hall, Inc., New York. 466 pages, 6 x 9 inches gold stamped binding.

The literature on analyzing and interpreting statements is chiefly of scattered articles, while accounting has a well-developed complement of texts and material. So the business man is usually invited to study accounts and statements and use statements. As a result, many learn considerable about constructions, but little about interpretation of accounts.

H. Guthmann in "Analysis of Financial Statements" lays emphasis on how statements are to be read. The needs of the banker, the credit man, the investor, and the business executives are served. The accountant, however, will also be interested in a knowledge of what is required in analysis.

The first part of this book is devoted to the general principles of the work of analysis. Here are explained the true significance of funds and reserves, extraordinary adjustments, secured creditors, value of going concerns and other topics.

The second part of the book treats of particular types of statements under:

Railroads, Gas Manufacturing Corporations, Insurance Companies, Individual, Mercantile Companies, Mines, Banks, Insurance Companies and Holding Corporations.

The work is simply worded, and is illustrated with actual statements taken from practically every line of business—grocery, truck, oil, furniture, chemical, clothing, rubber, fuel, public utilities, industrial and money corporations.

Some of the chapter headings are: Place of Financial Statements in Business, Construction of the Balance Sheet, Profit and Loss Statement, Analysis of Working Capital, Railroad Statements, Gas Manufacturing Corporations, Hydro-Electric Power Companies, Mercantile and Manufacturing Corporation, Mining Statements, Bank Statements, Insurance Companies, Holding Companies' Reports.

**Alphabets**, by Douglas C. McMurtrie. Published by Bridgman Publishers, Pelham, New York. Stiff binding, 64 pages.

In this handbook Mr. McMurtrie, one of America's most scholarly typographers, has produced a most valuable volume for self instruction and ready reference, for all students interested in hand lettering, layout and arrangement.

**Design**, by Charles H. Howard. Published by Bridgman Publishers, Pelham, New York. Stiff binding, 61 pages.

This book contains 25 chapters profusely illustrated, embodying the underlying requirements of abstract design. A practical and useful book for the teacher and art student.

**Animal Sketching**, by Alexander Calder. Published by Bridgman Publishers, Pelham, New York. Stiff binding, 62 pages.

Mr. Calder has endeavored to portray in a strong technique the simple action lines

so valuable in sketching animals. This book is intended to create interest and stimulate the art student to make a serious effort to draw animals as he sees them.

**Bridgman's Life Drawing**, by George B. Bridgman, Instructor, Lecturer, Art Students' League, New York City; author, *The Book of a Hundred Hands*, Constructive Anatomy. Published by Edward Bridgman, Pelham, New York. Stiff binding, 169 pages.

This is the story of the blocked human form where the bending, twisting or turning of volume gives the sensation of movement held together by rhythm. The different stages are arranged in their sequence from How to Draw the Figure to the Balance of Light and Shade. Its purpose is to awaken the sense of research and analysis of the structure hidden beneath. It is hoped that the ideas conveyed in the drawing and text of this book may enable the reader to carry on to independent and better ideas.

**Business Correspondence Handbook**, by James H. Picken, M. A., Lecturer in Advertising, School of Commerce, Northwestern University, Counselor in Direct Mail Advertising. Published by A. W. Shaw Company, Chicago, Ill. Cloth cover, 836 pages.

This volume is a discussion of business correspondence from two points of view. On the one hand the effort is to give a true picture of the various ways in which business letters are used by modern business organizations. On the other hand an attempt is made to set up rules or standards of practice by which those who do business by mail should proceed in order to realize the best results.

As a reference work for business men who write and use letters, and as a source from which the student may glean letter-writing information, this volume should prove of practical value, whatever the line of business.

In general, the volume has been published to replace the original *Business Correspondence Library*, published by the A. W. Shaw Company in 1911, of which there were sold approximately 75,000 sets; but fully 95% of the material is new and all conclusions have been made authoritative through wide research among experienced business firms.

The plan followed has been first, to show the development of business correspondence and the types of letters used; second, to lay down policies and rules for writing business letters, for analyzing propositions, building lists, and so forth; third, to outline methods by which letters and other direct-mail forms must be used in various lines of trade and industry if the best results are to be obtained.

There are careful analyses of such problems as handling routine correspondence, making tests, keeping records, building mailing lists, correspondence supervision, and in addition to the presentation and of new and workable rules for letter-writing.

**Basic Assignments in Chemistry**, by Milton B. Brundage and Jacob Leiberman, Stuyvesant High School, New York City. Published by the Globe Book Company, New York City. Paper cover, 59 pages.

This booklet consists of complete lists of those items that constitute the backbone of a year's course in secondary school chemistry. The table on pages 3 to 6 appertains the appropriate items to a given topic (chapter), with its accompanying items has been termed a Basic Assignment and designated by an Assignment Number.

Placing this booklet in the hands of a student obliges him to master those equations, tests, laws, etc., that constitute the subject-matter of the variously assigned topics. An oral contract, so to speak, is entered into, between pupil and teacher.

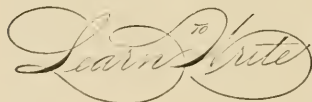
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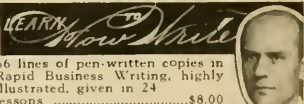
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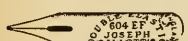
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